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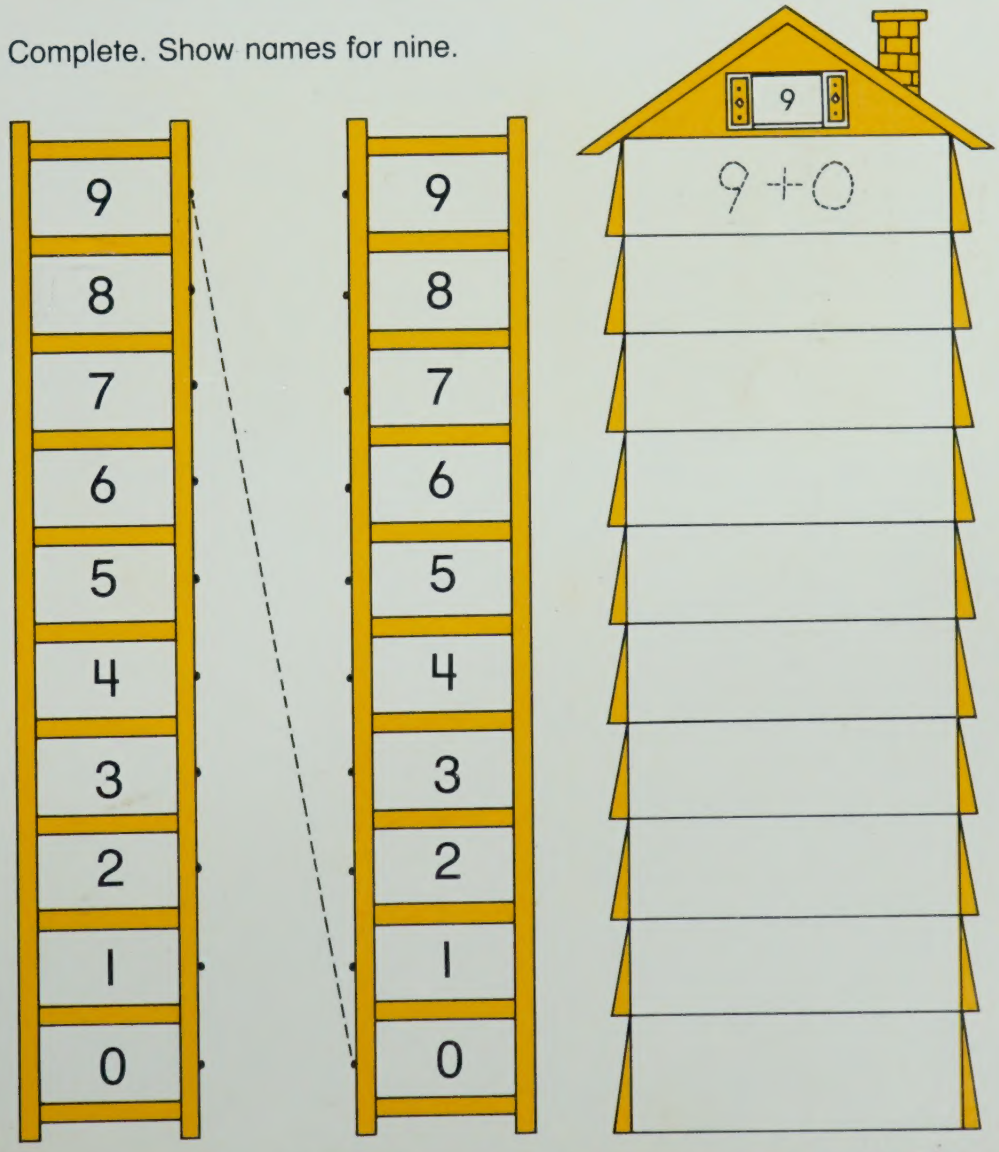
starting points in mathematics 1

blackline masters



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Blackline Masters for

starting points in mathematics

Level 1

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To the Teacher

This book is designed for use with *Starting Points In Mathematics 1 Revised* and provides the following.

Reduced Blackline Master Sheets with Answers and Teacher's Notes	T2 – T32
Contents of Blackline Master Sheets	T33 – T34
Blackline Master Sheets	1 – 92

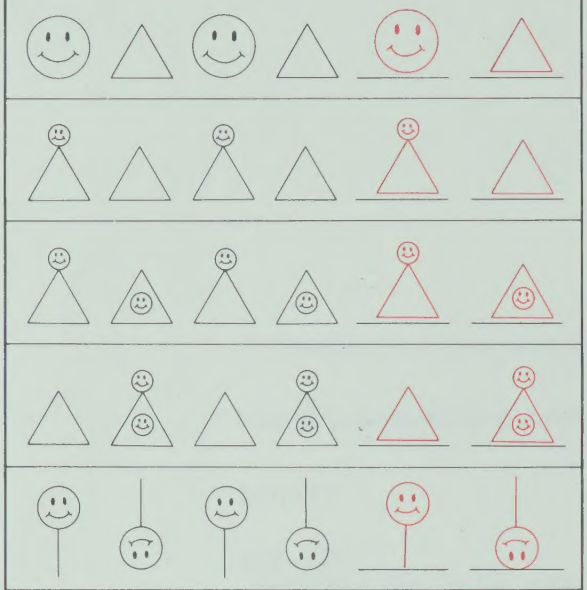
These materials provide opportunities for practice, extension, enrichment, and evaluation. The contents on pages T33 and T34 suggest the corresponding student text page after which each master sheet may be used. The relevant student text page number also appears at the top of each master sheet. It must be kept in mind, however, that the most appropriate time for use of each master sheet is best determined by the teacher for his or her particular class.

Master Sheets 85 to 92 are not keyed to particular student text pages. Suggestions for using these sheets are given on page T30.

Before assigning independent work, the teacher should make certain that the directions are understood by the children. When a page has been completed, the teacher and the children should discuss and correct the responses together. Better learning will occur if the correction can take place as soon as possible after the page is completed.

Name _____ SPM I Masters follows page 9 1

Complete.



Draw.

Answers will vary.

1 This sheet extends the work of recognizing and continuing patterns. If the patterns appear too challenging for some children, delay assigning the sheet until a more appropriate time; for example, after the numbers to 9 have been completed.

It is important to have the children describe the patterns. Note that the fifth pattern involves just one shape and a change of orientation of the shape. Children might describe the shape as "turning upside down."

For the last exercise, have the children draw their own pattern.

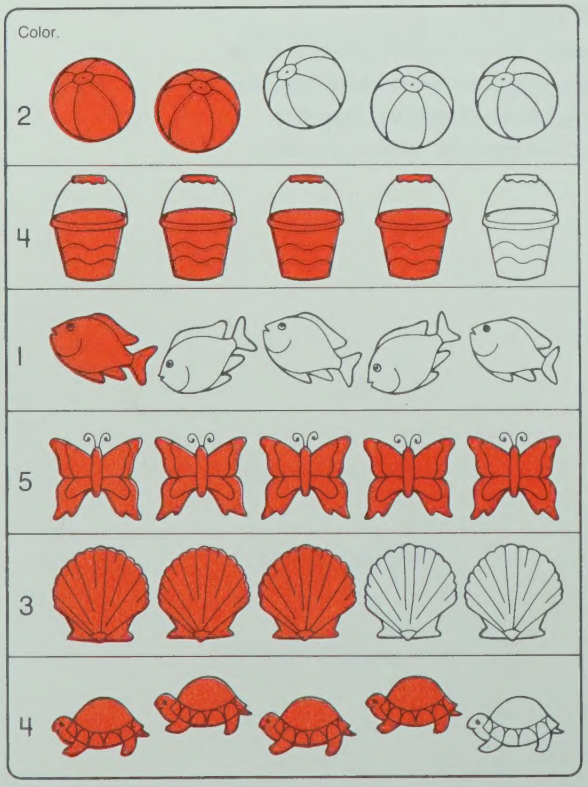
2 Have the children color the number of shapes indicated for each row. When they have finished, you may wish to have them print the numeral at the right of each row to show how many shapes were not colored. Keep in mind, however, that the numeral for *zero,* required for the fourth exercise, has not been formally introduced.

3 For the first part of the sheet, have the children identify either the word or the number of darts shown and print the corresponding numeral in the frame.

For the second part of the sheet, have the children color the blocks in each step the same color. As they color the blocks, have them count and then record the number of blocks under each step.

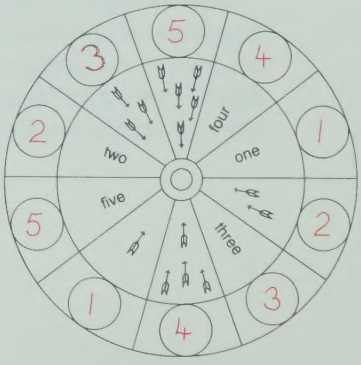
Name _____ SPM I Masters follows page 32 2

Color.



Name _____ SPM I Masters follows page 34 3

How many?



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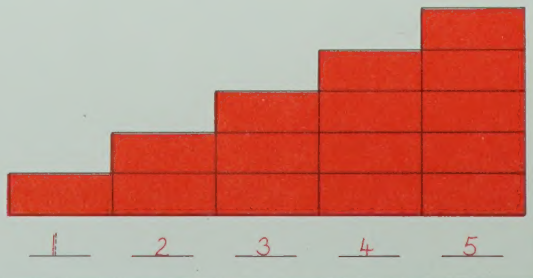


4 Have the children print the numerals in order for the first part of the sheet.

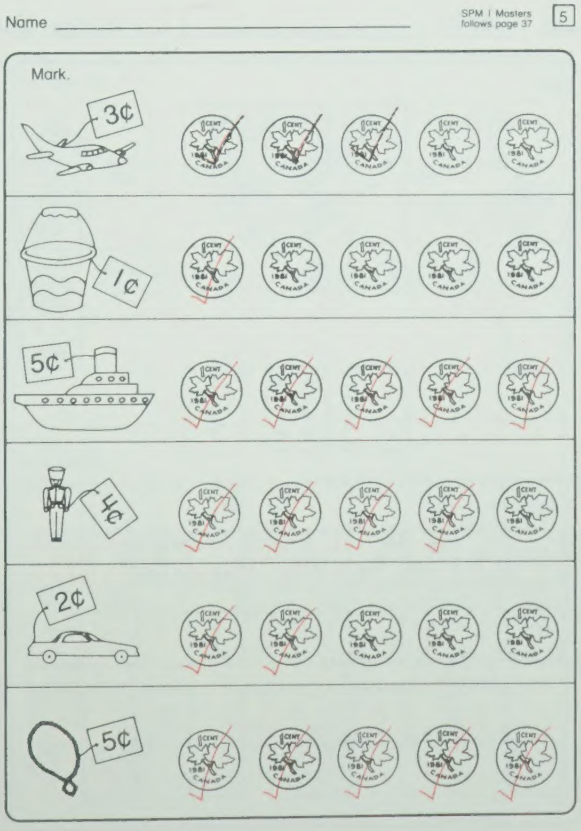
For the second part of the sheet, have the children join the dots in sequence. If they are not familiar with this type of activity, you may wish to use a simple picture on the chalkboard to demonstrate what happens as dots are joined in sequence.

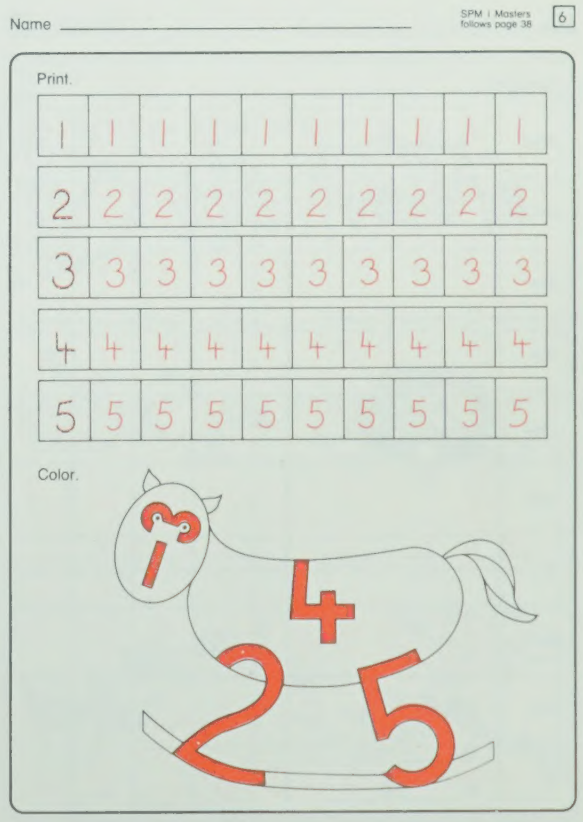
For the third part of the sheet, have the children draw the appropriate number of objects, for example, party hats, in each frame.

5 Have the children trace over the three dotted √'s to show that three pennies are needed to "buy" the airplane. Then have the children mark the pennies required in each of the other sets. When they have finished, you may wish to have the children print the numeral at the right of each row to show how many pennies were not needed. Keep in mind that the numeral for *zero* has not been formally introduced.

6 The first part of this sheet provides practice in printing the numerals 1 to 5.

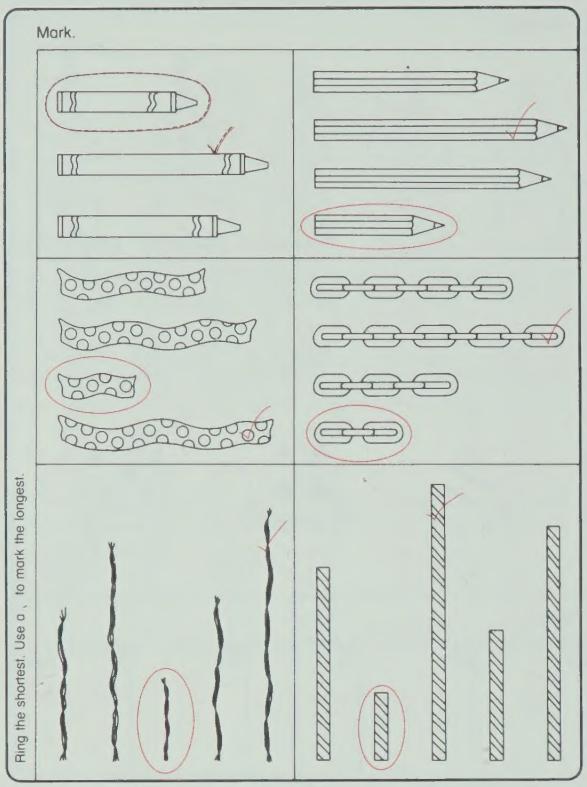
For the second part of the sheet, ask the children to find the numerals 1 to 5 hidden in the picture and to color those first. Then have them color the rest of the picture.





Name _____ SPM 1 Masters follows page 39 7

Mark.



Ring the shortest. Use ✓ to mark the longest.

7 Have the children ring the shortest object in each set. Have them use a ✓ to show the longest object in each set.

When the children have finished, you may wish to have them print the numeral to show the number of objects in each set. Then ask questions similar to the following.

"Are there more crayons or more pencils? How many more?"

"Are there fewer chains or fewer straws? How many fewer?"

"How many of the sets show four things?"

8 For each exercise, have the children draw the required number of apples and print the corresponding numeral. Note that each numeral is printed four times.

9 Have the children draw lines to match each set with the appropriate numeral for the number of the set. Note that this activity can be performed using a regular pack of playing cards. The activity, *Match Mates*, is described in the Teacher's Edition of the student text on page T54.

For the second part of the sheet, have the children complete the sequence of zero to nine dots and print the numerals in order. Note that the arrangement in the third sequence suggests even numbers and odd numbers.

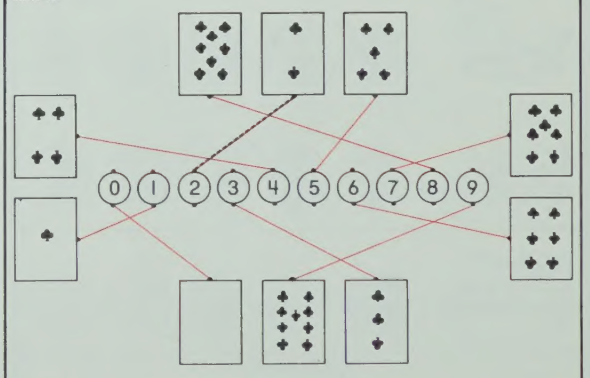
Name _____ SPM 1 Masters follows page 55 8

Complete.

three		3	3	3	3
seven		7	7	7	7
one		1	1	1	1
four		4	4	4	4
zero		0	0	0	0
eight		8	8	8	8
two		2	2	2	2
nine		9	9	9	9
five		5	5	5	5
six		6	6	6	6

Name _____ SPM 1 Masters follows page 59 9

Match.



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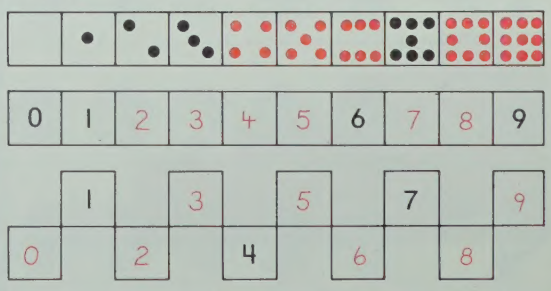


10 For each set, have the children count the shapes and draw as many shapes as are required to match the number shown for the set.

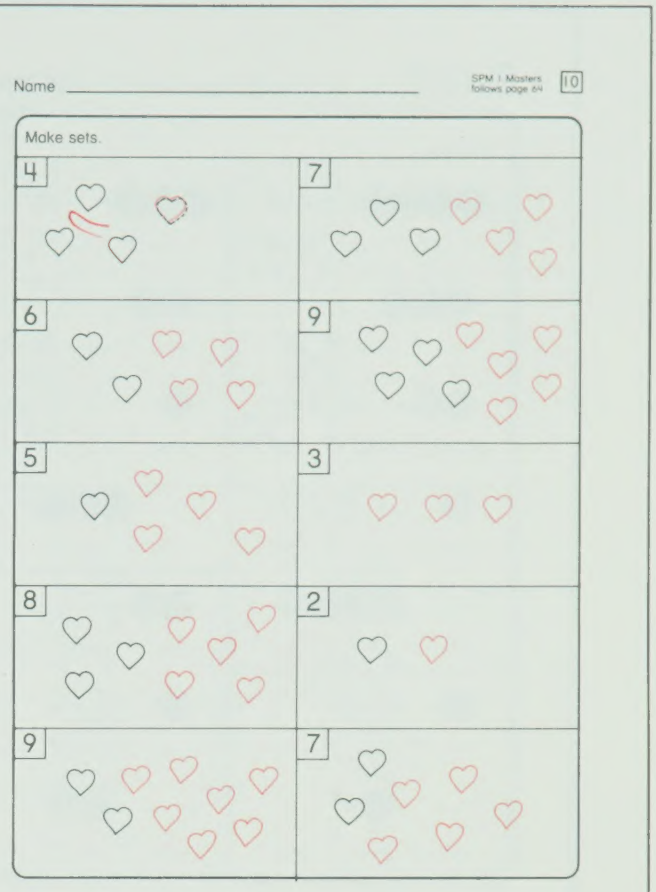
When the children have finished, you may wish to have them print the numerals for each set to show how many shapes were in the set first, and how many shapes they drew to complete the set.

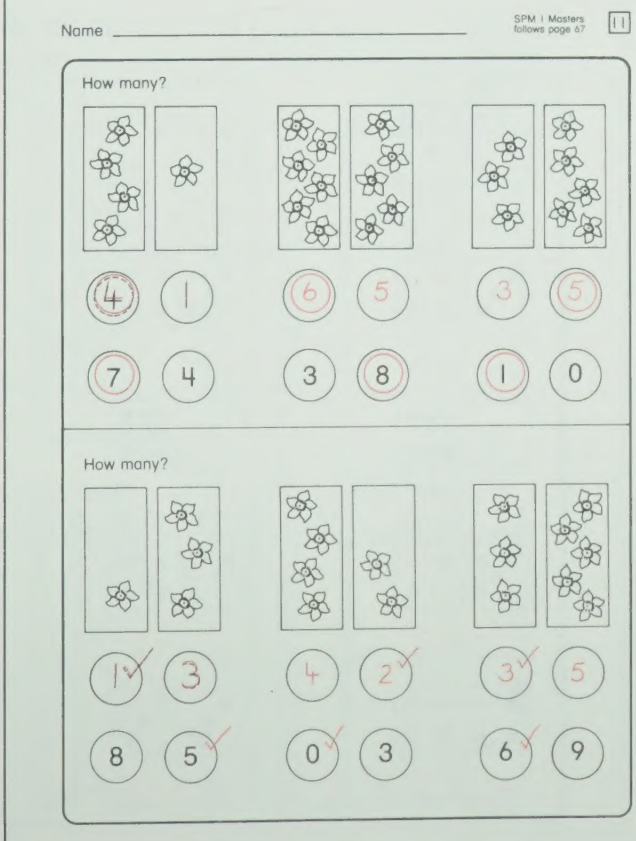
11 You may wish to assign the first part of this sheet after page 66 of the student text and the second part after page 67.

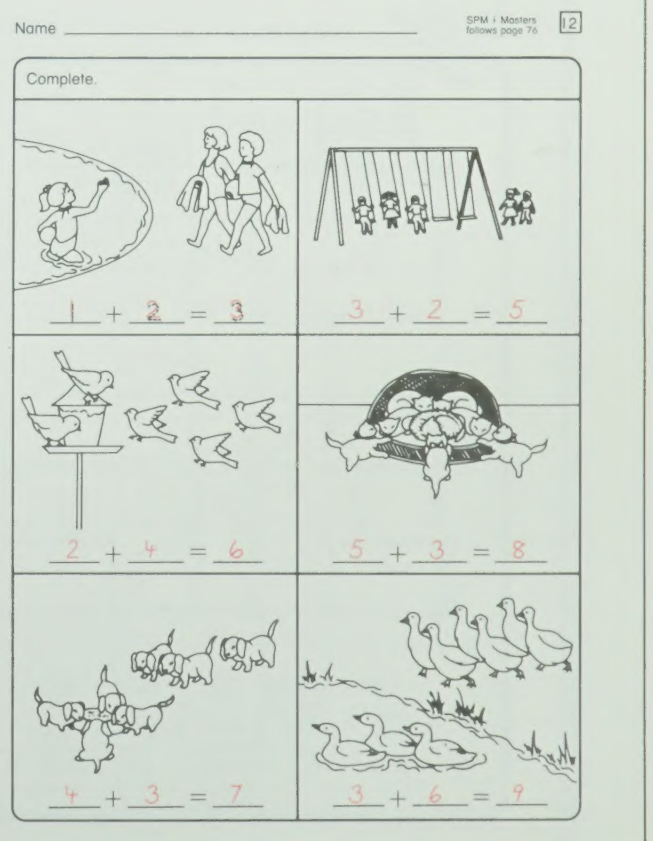
For the first part of the sheet, the children are to ring the greater number in each pair. Where necessary, they must count the flowers and print the corresponding numerals first.

For the second part of the sheet, the children are to mark a √ beside the lesser number in each pair. Where necessary, they must count the flowers and print the corresponding numerals first.

12 This sheet reinforces the recent formal introduction to addition and prepares the children for later work with problem solving. When completed, this sheet should be retained for discussion with Master Sheet 21. Begin by asking the children to describe the action suggested in each picture. For example, for the first picture, a child might say, "One child is in the pool. Two more children are coming to swim. There will be three children altogether."







Name _____ SPM I Masters follows page 77 13

Complete.

4 + 0 = 4
3 + 0 = 3
3 + 1 = 4
2 + 1 = 3
2 + 2 = 4
1 + 2 = 3
1 + 3 = 4
0 + 3 = 3
0 + 4 = 4
2 + 0 = 2
1 + 0 = 1
1 + 1 = 2
0 + 1 = 1
0 + 2 = 2

13 This sheet presents addition sentences for all the possible number combinations for sums of 1 to 4. Have t children complete all the combinations for the same sum before they begin the combinations for a different sum.

To complete the sentences, children must consider the following questions.
"How many (grey) beads are on the first string?"
"How many (white) beads are on the second string?"
"How many beads are there in all?"

14 Review the names of the four shapes. Ask which color associated with each shape and have the children color t four shapes. Then have the children color the shapes in t diagram according to the same color code. Some childre may note that the diagram shows a large square marked i four identical triangles. Lead these children to suggest outlining the square in green and coloring the triangles blu

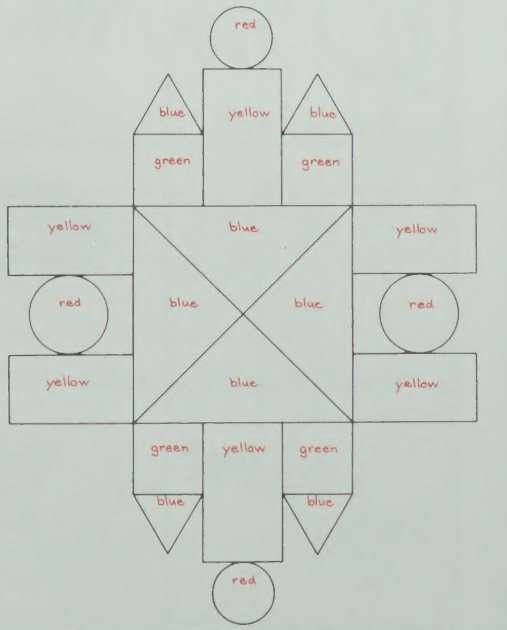
Some children may demonstrate an intuitive understan ing of rotational symmetry by suggesting that the diagran appears unchanged when turned upside down.

15 This sheet presents sums to 9. Although the order property of addition has not been formally introduced, y may wish to have the children turn their sheets upside dov and write the corresponding addition sentences.

Name _____ SPM I Masters follows page 78 14

Color.

red green blue yellow



Name _____ SPM I Masters follows page 83 15

Complete.

2 + 1 = 3
4 + 2 = 6
3 + 4 = 7
5 + 4 = 9
0 + 6 = 6
1 + 7 = 8
5 + 2 = 7
2 + 5 = 7
4 + 4 = 8
3 + 3 = 6

16 This sheet reinforces the concept that the order of the addends does not affect the sum.

For the first part of the sheet, the children complete the number sentences.

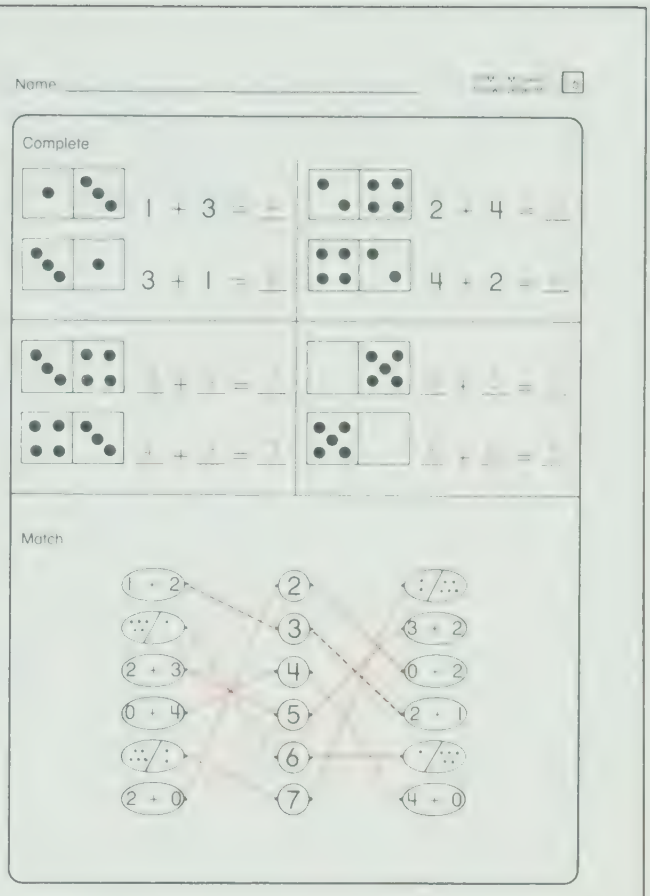
For the second part of the sheet, the children draw lines to match each addition phrase or dot diagram with the corresponding numeral in the centre column.

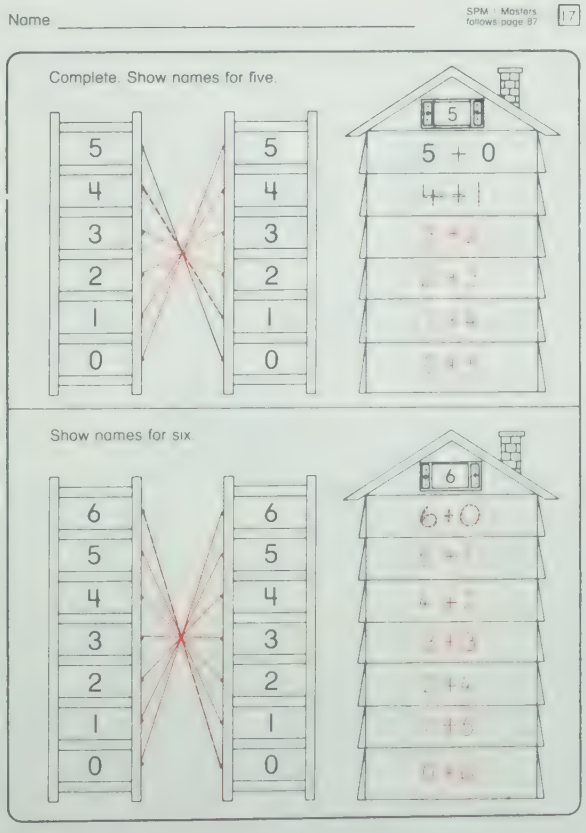
17 This sheet presents all possible addition facts for sums of 5 and 6.

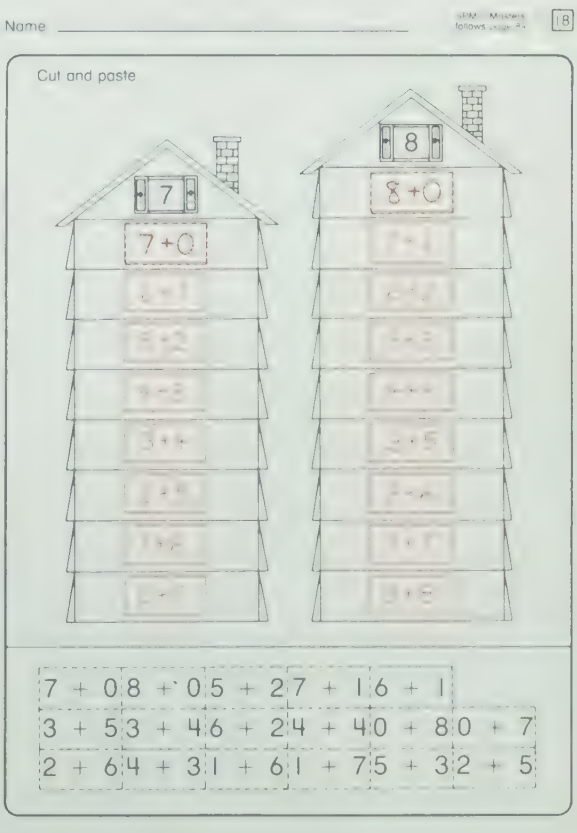
For the first part of the sheet, point out the line that joins 5 in the first ladder and 0 in the second ladder, and relate this to the phrase 5 + 0 in the "5 house." Use a similar procedure for 4 + 1 and then let the children continue on their own.

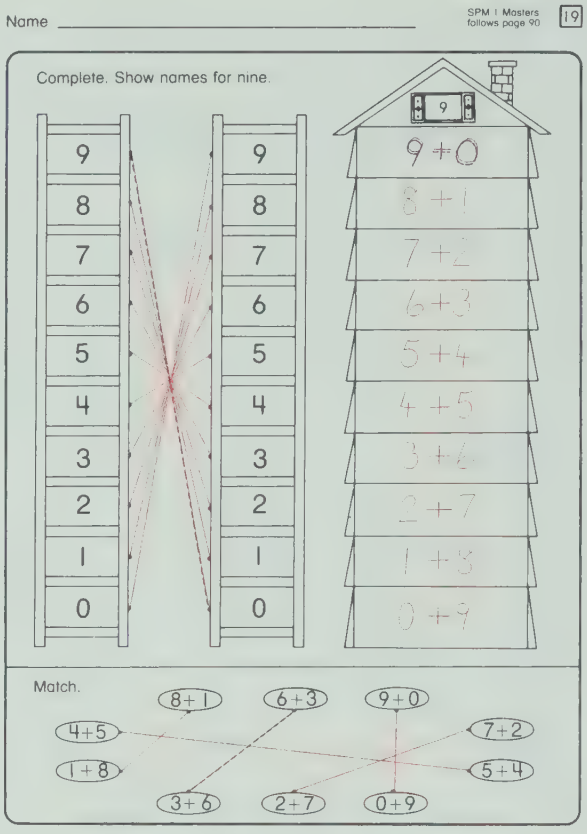
To provide other similar exercises, use copies of Master Sheet 86. Later, number names may involve subtraction and also addition of three addends.

18 For this sheet, the children cut along the dotted lines to separate the addition phrases, and then paste each phrase in the appropriate "house." Note whether children paste the phrases in random order or whether the phrases are pasted in to show a pattern. All possible number combinations for sums of 7 and 8 are presented.







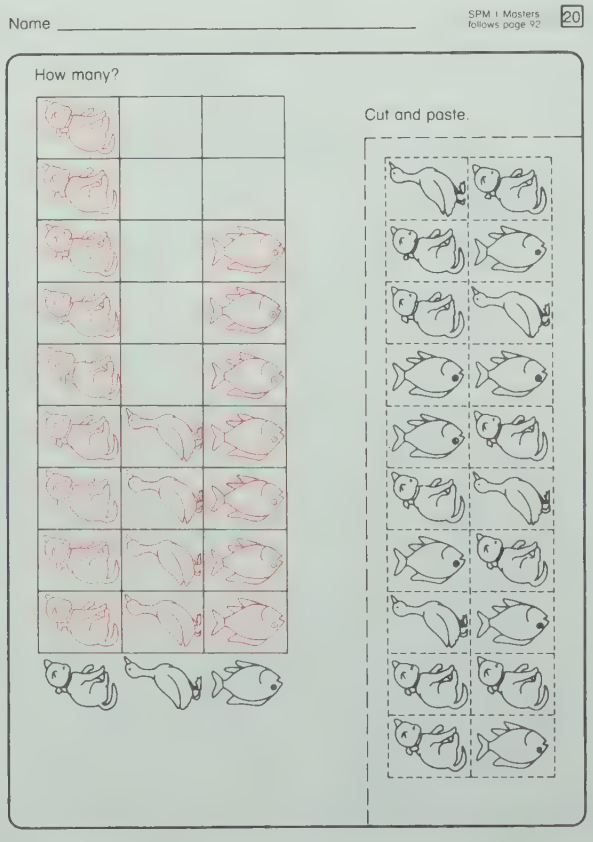


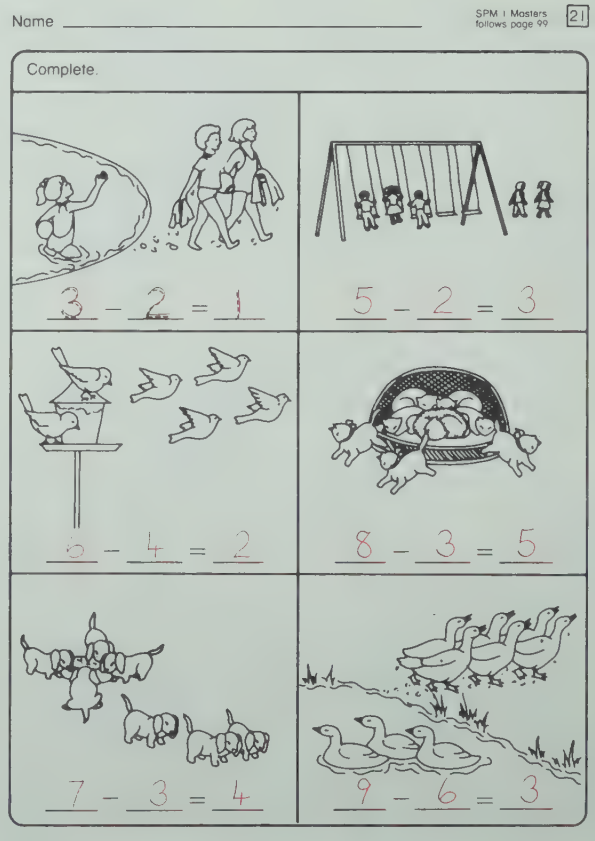
19 Some children may not need to draw matching lines for th two ladders to obtain all the possible addition phrases for a sum of 9. However, as on earlier similar sheets, the children may notice that the matching lines cross at approximately the same point. The second part of this sheet emphasizes the order property of addition.

When Master Sheets 17 to 19 have been completed, ask the children how many "floors" are in the "5 house," the "6 house," and so on. They will notice that each "house" has one more "floor" than the "house" number. This will no longer be true after subtraction phrases are introduced.

20 This sheet may precede the work of the related student text page. The children cut along the dotted lines to separate the animal pictures and then paste each picture in the appropriate row of the graph. When the children have finished, ask them to tell what the graph shows. For example, the graph shows that the children counted more fish than ducks, but it does not show which kittens like to drink milk.

21 This sheet reinforces the concept of subtraction and, more importantly, prepares the children for later work with problem solving. Compare corresponding pictures of this sheet and those of Master Sheet 12 to note the inverse relationship between addition and subtraction. Ask the children to describe the action suggested in each picture. For example, for the first picture, there were three children in the pool but two children are leaving. Now there is one child in the pool.





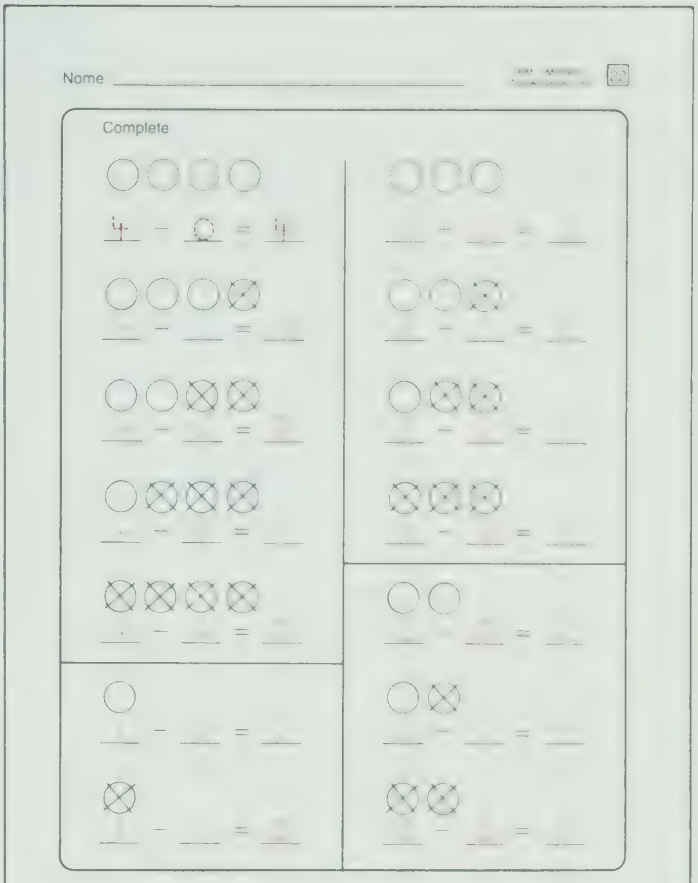
22 This sheet presents all the possible subtraction sentences for minuends to 4. Have the children complete all the combinations for the same minuend before they begin the combinations for a different minuend.

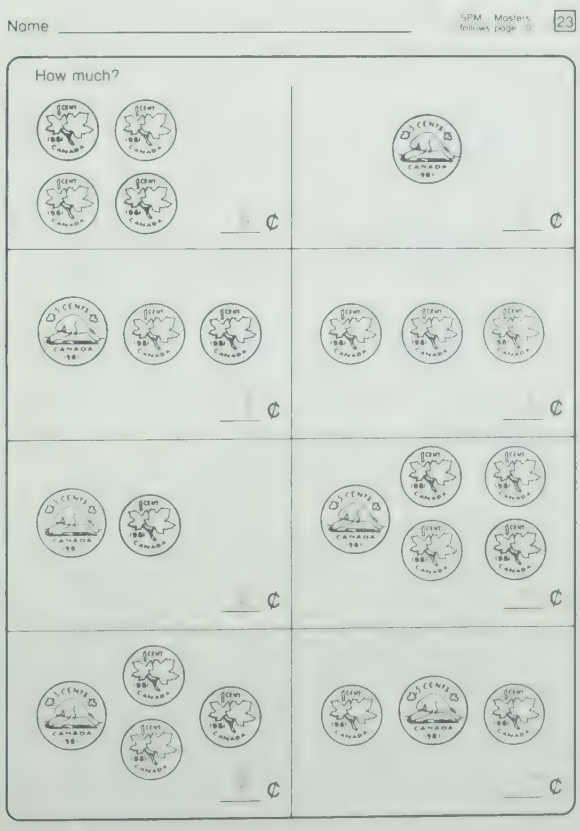
To complete the sentences, children must consider the following questions.
"How many shapes are there in all?"
"How many shapes are being subtracted (crossed out)?"
"How many shapes are left?"
Note the development that suggests removing one more shape each time.

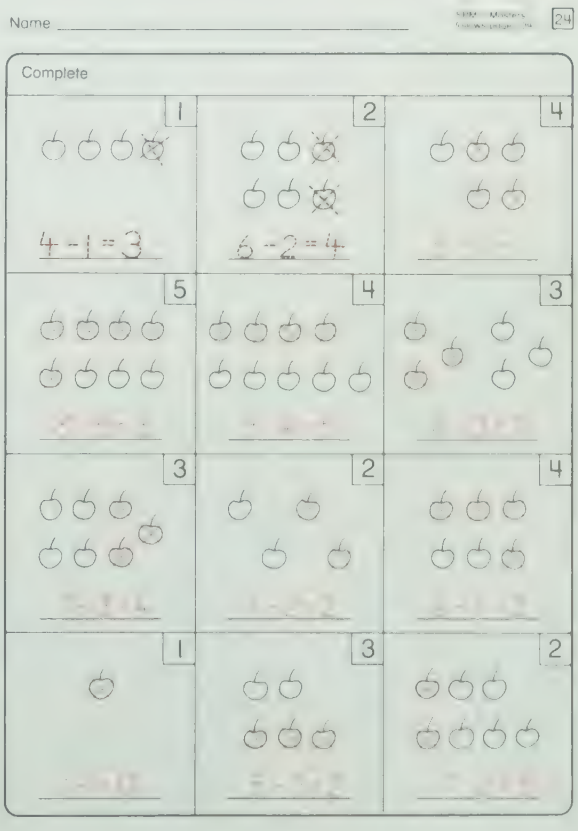
23 This sheet provides practice in determining the value of a set of coins for amounts to 9¢.

Note that two exercises show the same coins in a different order for amounts of 7¢. Ask which order of the coins appears easier to count.

24 For each exercise, have the children count the shapes, cross out the number of shapes indicated for the exercise, and count the shapes that are left. Then have them write the corresponding subtraction sentence. Some children may find it easier to write each part of the subtraction sentence as they complete each step of the counting and crossing-out process.





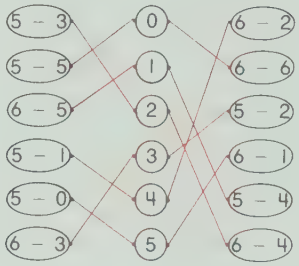


Name _____ SPM 1 Masters follows page 109 25

Complete.

5 − 0 = 5	6 − 0 = 6
5 − 1 = 4	6 − 1 = 5
5 − 2 = 3	6 − 2 = 4
5 − 3 = 2	6 − 3 = 3
5 − 4 = 1	6 − 4 = 2
5 − 5 = 0	6 − 5 = 1
	6 − 6 = 0

Match.



25 This sheet presents all the possible subtraction sentences for minuends of 5 and 6. The fish and the fish hooks at the top of the sheet may be used as counters, if necessary. Ask the children to describe the sequence for each column of exercises. That is, the number being subtracted increases by one each time and, as a result, the difference decreases by one each time.

For the second part of the sheet, have the children draw lines to match each phrase with the appropriate numeral in the centre column.

26 This sheet provides exercises similar to those on Master Sheet 25, for minuends of 7 to 9. After this sheet is completed, children would benefit from writing similar sets of subtraction exercises on their own for minuends to 9 from time to time.

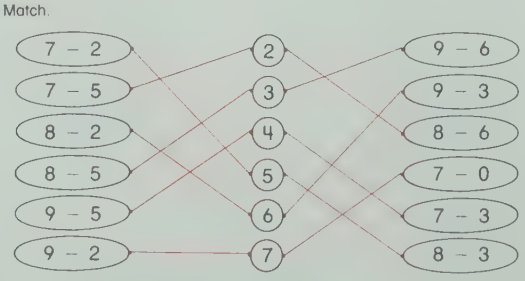
27 Have the children mark √'s on the coins needed to buy each item. Then have them determine how many pennies are left, what their value is, and complete the exercise. You may wish to have the children determine the total amount of money represented by each set of coins and print the numeral.

Name _____ SPM 1 Masters follows page 112 26

Complete.

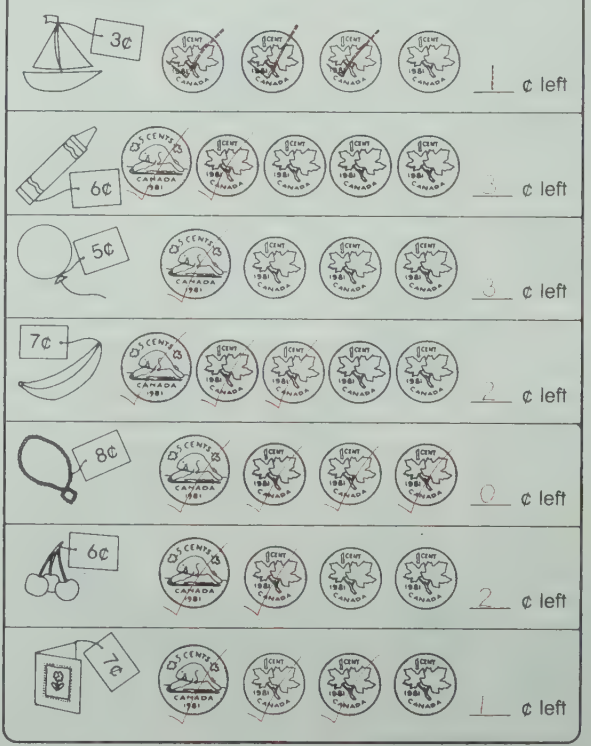
7 − 0 = 7	8 − 0 = 8	9 − 0 = 9
7 − 1 = 6	8 − 1 = 7	9 − 1 = 8
7 − 2 = 5	8 − 2 = 6	9 − 2 = 7
7 − 3 = 4	8 − 3 = 5	9 − 3 = 6
7 − 4 = 3	8 − 4 = 4	9 − 4 = 5
7 − 5 = 2	8 − 5 = 3	9 − 5 = 4
7 − 6 = 1	8 − 6 = 2	9 − 6 = 3
7 − 7 = 0	8 − 7 = 1	9 − 7 = 2
	8 − 8 = 0	9 − 8 = 1
		9 − 9 = 0

Match.



Name _____ SPM 1 Masters follows page 114 27

Buy. How much is left?



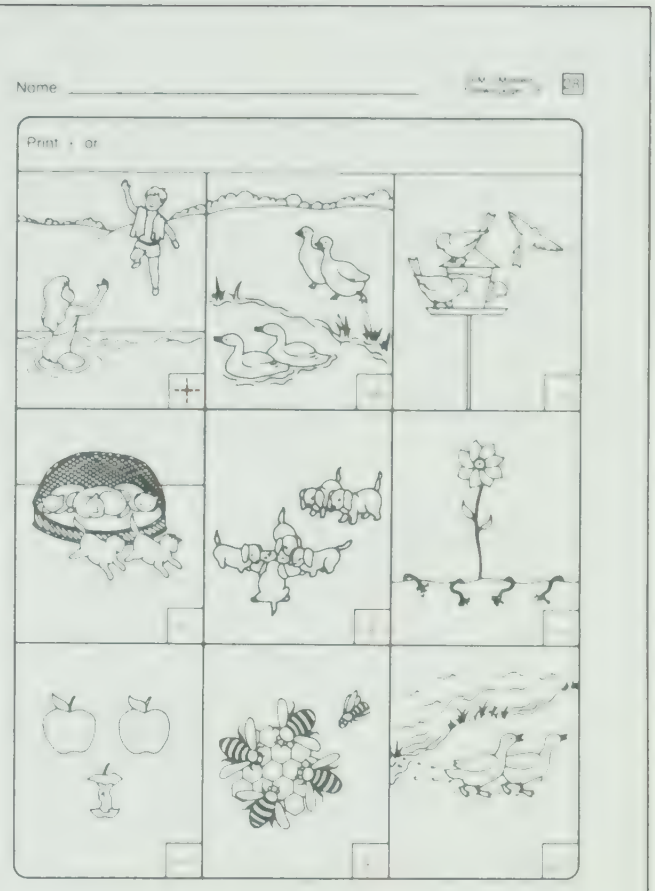
28 Now that both addition and subtraction have been introduced, it is important for children to be able to determine whether a given illustration suggests addition or subtraction. This is important particularly in relation to the development of problem-solving skills. Thus, numbers are not involved in these exercises and children can concentrate on interpreting the actions. At a later date, you may wish to assign this sheet again and have the children write an addition or subtraction sentence for each illustration.

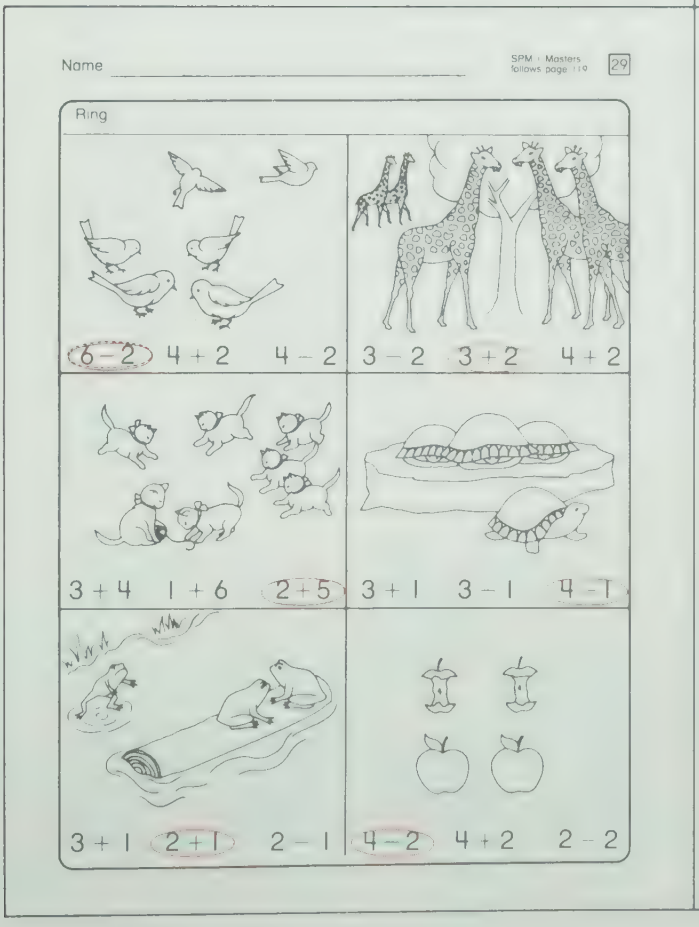
29 This master sheet extends the skills involved in the preceding sheet. The children must interpret the action, determine the numbers involved, and ring the appropriate number phrase.

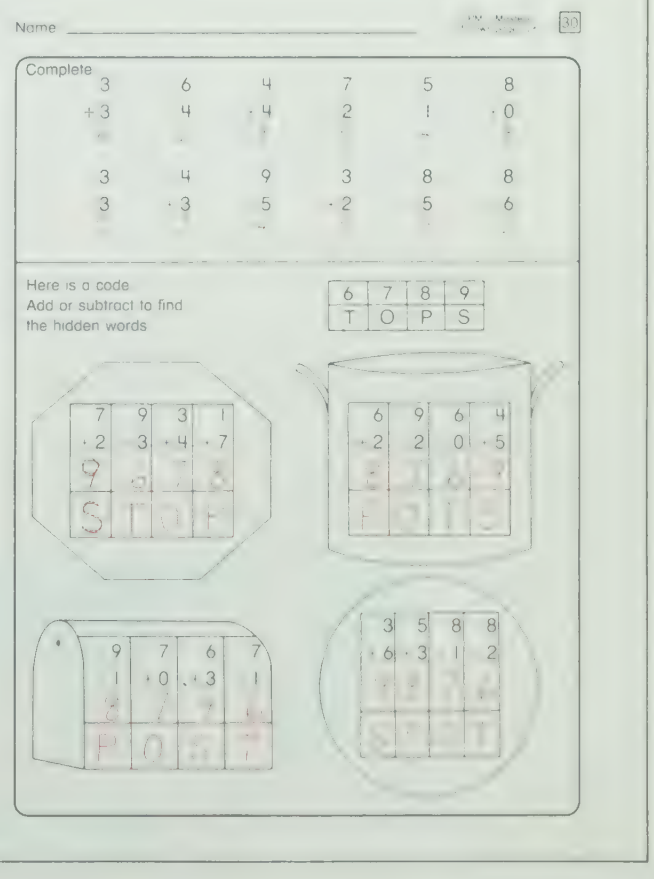
30 Caution the children to note whether they are to add or subtract for each exercise.

For the second part of the sheet, the four shapes provide clues for identifying the "hidden" words.

When the children have completed the sheet, challenge them to write four exercises that will lead to the word *tops* for the given code.







Name _____ SPM 1 Masters follows page 130 31

Complete.

0 1 2 3 4 5 6 7 8 9 10

What number comes before?		What number comes after?	
3 4	5 6	3 4	0 1
0 1	9 10	6 7	4 5
7 8	6 7	9 10	7 8

What number comes between?	What number comes before and what number comes after?
0 1 2	2 3 4
4 5 6	8 9 10
8 9 10	5 6 7
3 4 5	1 2 3

4	6	3	3	5	4
+6	+4	+3	+4	+5	+5
10	10	6	7	10	9

4	5	2	8	7	3
+4	+4	+8	+2	+3	+7
8	9	10	10	10	10

31 When the children have completed the sequence at the top of the sheet, they may refer to it for assistance in completing the rest of the sheet.

After the children have completed the two rows of addition exercises, you may wish to have them draw lines to match exercises that show the same two addends in the opposite order; for example, 4 + 6 = 10 and 6 + 4 = 10.

32 The words *one* to *ten* in the matching activity will be helpful in completing the rhymes for children who require assistance in spelling the words.

33 You may wish to assign this sheet in two parts to enable the children to concentrate on just one operation at a time.

Remind the children that the number in the lower right corner of each square indicates whether their work is correct.

Name _____ SPM 1 Masters follows page 136 32

Match.

four one two ten eight

1 2 3 4 5 6 7 8 9 10

three five nine six seven

Complete.

Six wet bullfrogs
Learning how to dive
One jumped away
And then there were five.

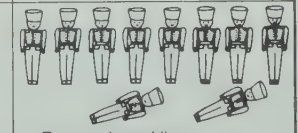
6 - 1 = 5

Nine noisy lions
Learning how to roar
Five went to bed
And then there were four.

9 - 5 = 4

Seven birthday candles
Shining bright for me
I blew out four candles
And then there were three.

7 - 4 = 3



Ten wooden soldiers
Standing very straight
Two fell over
And then there were eight.

10 - 2 = 8

Name _____ SPM 1 Masters follows page 138 33

Add.

2	3	5	0	2	2	1	3	4
4	1	5	5	2	7	3	2	5
6	4	10	5	4	9	4	5	9

1	1	2	0	3	3	2	1	3
5	3	8	4	2	6	6	1	7
6	4	10	4	5	9	8	2	10

Subtract.

5	2	3	9	3	6	10	3	7
1	0	1	4	2	2	6	1	5
4	2	2	5	1	4	4	2	2

8	2	6	10	2	8	9	4	5
4	1	3	8	0	8	6	4	2
4	1	3	2	2	0	3	0	3

34 The exercises on this sheet are similar to those on the related student text page.

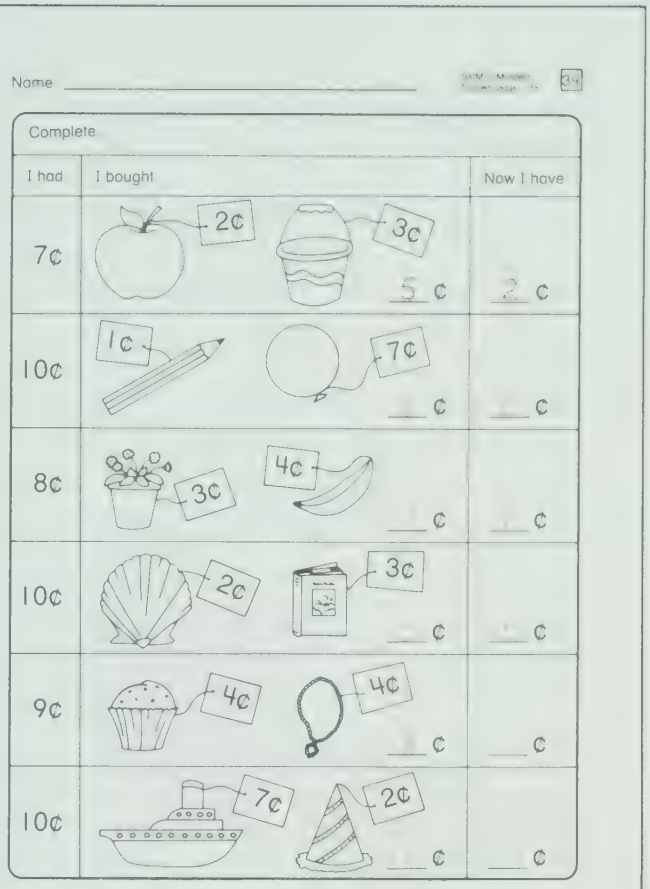
Point out where the children are to record the cost of the two items together for the column "I bought." Keep in mind that exercises of this type prepare children for word problems for which the solution requires more than one step.

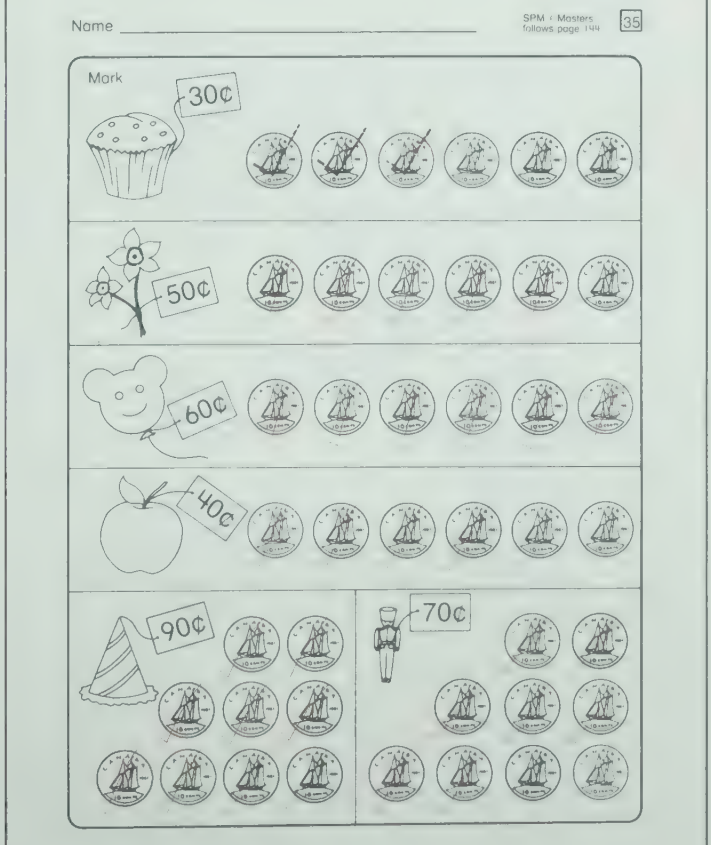
35 For the work on page 144 of the student text, the children counted the coins to determine the price of each item. For this sheet, the price of each item is shown and the children are to mark the number of dimes needed to "buy" the item.

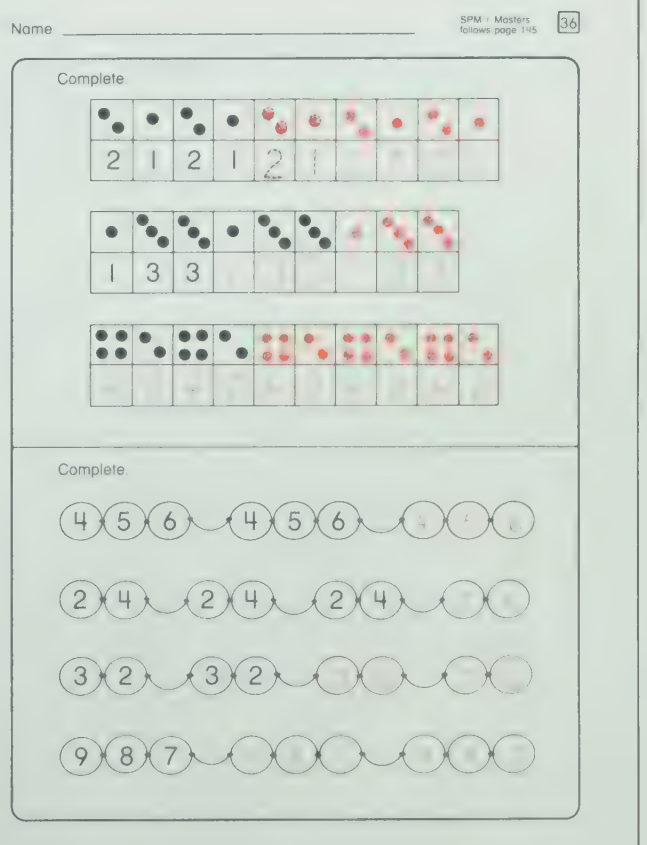
When the children have completed the sheet, you may wish to have them record the value of the coins not needed to buy each item.

36 For the first part of the sheet, have the children continue the dot patterns and complete the corresponding number patterns.

For the second part of the sheet, the children complete number patterns without the assistance of dot patterns.





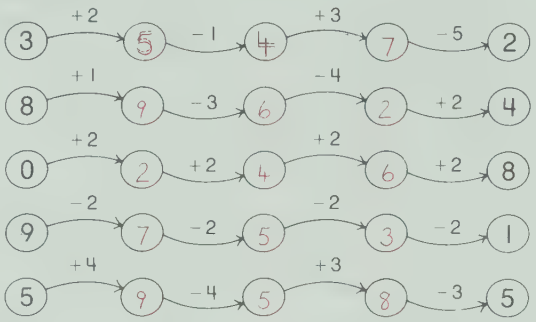


Name _____ SPM 1 Masters follows page 148 37

Add or subtract. Watch the signs!

3	3	6	6	5	5
+2	−2	−4	+4	+3	−3
5	1	2	10	8	2
4	2	3	10	9	8
−4	+6	−0	−7	−8	+2
0	8	3	3	1	10
8	3	10	6	3	7
−5	+4	−4	+3	+7	−4
3	7	6	9	10	3

Follow the path.



37 The first row shows pairs of exercises with the same numbers but different operations. This helps to emphasize the importance of noting whether the operation to be performed is addition or subtraction.

The paths in the second part of this sheet help to prepare children for oral work involving addition and subtraction. It would be advisable to work through the first path with the children to ensure that they understand what is required.

To provide other similar exercises, use copies of Master Sheet 89. Suggestions are given on page T30.

38 This sheet reinforces comparing and ordering numbers to 19. The children may color the balloon after completing the dot-to-dot sequence.

39 For the first part of the sheet, have the children draw lines to match each set of coins with the appropriate numeral for the value of the coins.

For the second part of the sheet, you may need to review the words "dime" and "pennies."

Name _____ SPM 1 Masters follows page 153 38

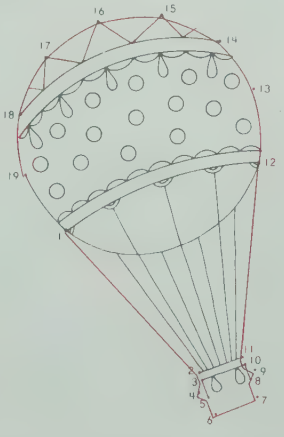
Ring the number that is greater.

14 (18)	(16) 12	(17) 15
18 (19)	11 (13)	16 (19)

Show a ✓ for the number that is less.

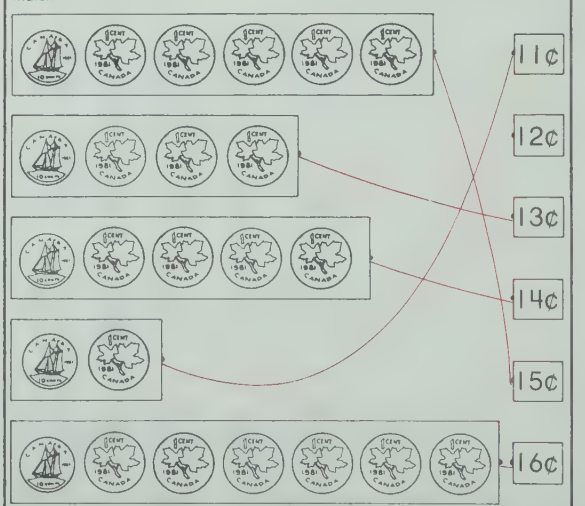
14 11✓	16 14✓	✓12 17
✓13 15	18 11✓	19 ✓12

Complete.



Name _____ SPM 1 Masters follows page 154 39

Match.



Complete.

1 dime and 2 pennies = 12 ¢	1 dime and 8 pennies = 18 ¢
1 dime and 5 pennies = 15 ¢	1 dime and 9 pennies = 19 ¢
13¢ = 1 dime and 3 pennies	16¢ = 1 dime and 6 pennies
17¢ = 1 dime and 7 pennies	11¢ = 1 dime and 1 penny

40 This sheet provides further practice in preparing a bar graph.

Ask the children to identify the objects (cup, saucer, spoon, fork, knife). As they color inside a square for each object, ask the children to mark a √ beside the object in the upper part of the sheet. Discuss the results of the graph.

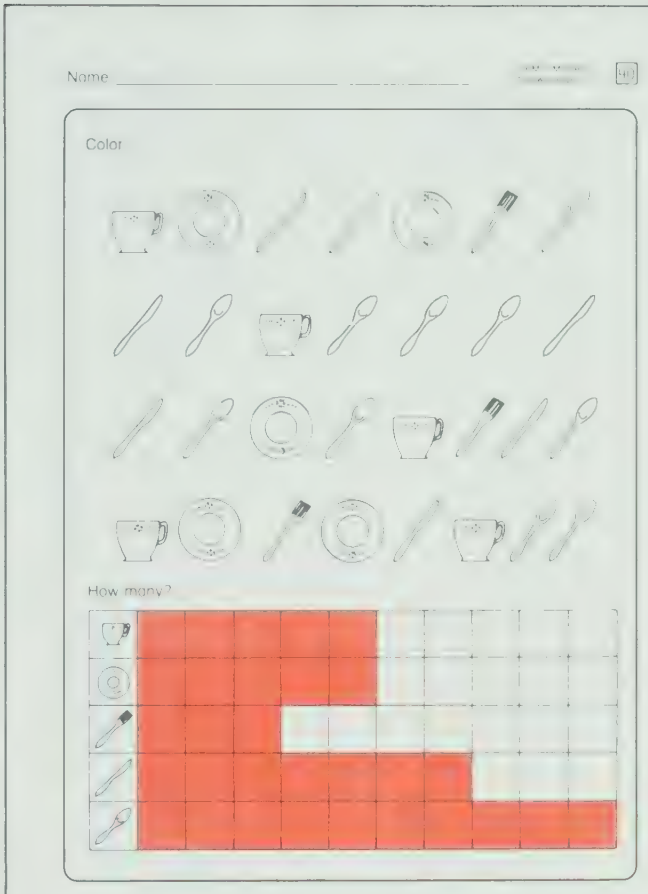
41 This sheet reviews related addition and subtraction facts for sums and minuends to 6.

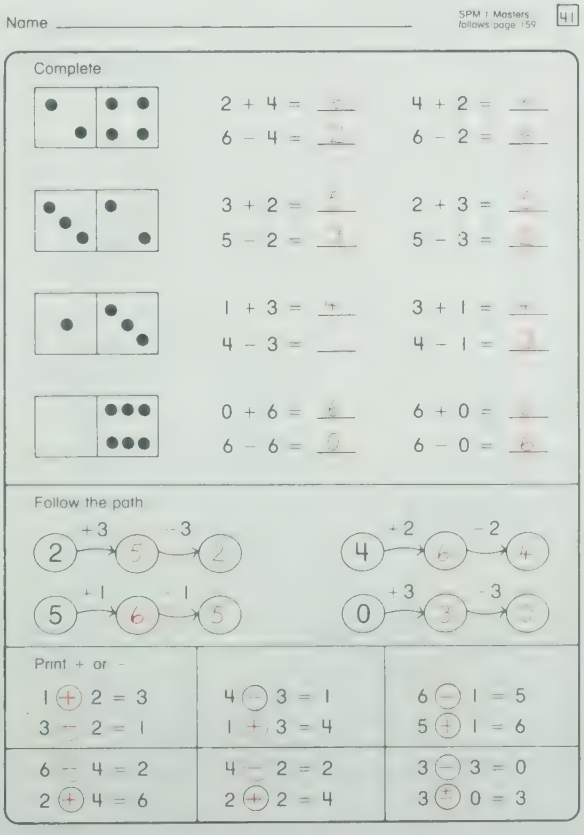
The second part of this sheet suggests related facts: each path involves adding a number and then subtracting the same number. The first path, for example, suggests the related sentences $2 + 3 = 5$ and $5 - 3 = 2$. The inverse relationship between addition and subtraction is highlighted in each path. Discuss the fact that the number that starts the path also ends the path.

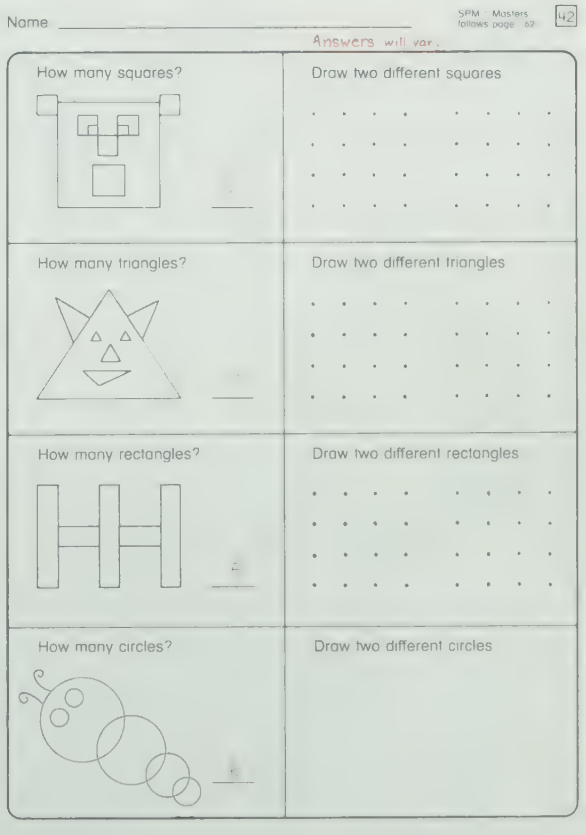
Note that two solutions are possible for the last exercise at the bottom of the sheet, $3 + 0 = 3$ and $3 - 0 = 3$.

42 Children may find it helpful to trace the shapes in the first column as they count them.

Encourage the children to show more than two different shapes for the exercises in the second column. Use copies of Master Sheet 87 or 88 for extension and enrichment. Suggestions are given on page T30.







Name _____ SPM 1 Masters follows page 164 43

Write the number sentences.

Pat has 2 's.
Bob has 3 's.
How many 's are there in all?
2 + 3 = 5
5 's

Bob has 7 's.
He sells 5 's.
How many 's are left?
7 - 5 = 2
2 's

Pat has 5 's.
She sells 2 's.
How many 's are left?
5 - 2 = 3
3 's

Pat has 1 .
She finds 3 's.
How many 's are there in all?
1 + 3 = 4
4 's

Bob has 4 's.
Pat has 6 's.
Who has more? Bob (Pat)
6 - 4 = 2
How many more? 2 's

Bob has 9 's.
Pat has 3 's.
Who has more? (Bob) Pat
9 - 3 = 6
How many more? 6 's.

43 The children will have to determine whether addition or subtraction is required to solve each problem. For subtraction, both "take away" and "comparison" situations are included.

This would be an appropriate time to have the children help to prepare a chart for display and reference, to show key words that suggest addition or subtraction.

+	−
How many in all? How many altogether?	How many are left? How many more?

44 Emphasize that an estimate is a carefully considered opinion and not a haphazard guess. Estimating requires children to consider the distance to be measured and the unit to be used. Estimating is a challenging exercise for the brightest child, and even for some adults. Do not expect children to estimate correctly, but be pleased if they are almost correct because this shows a true understanding.

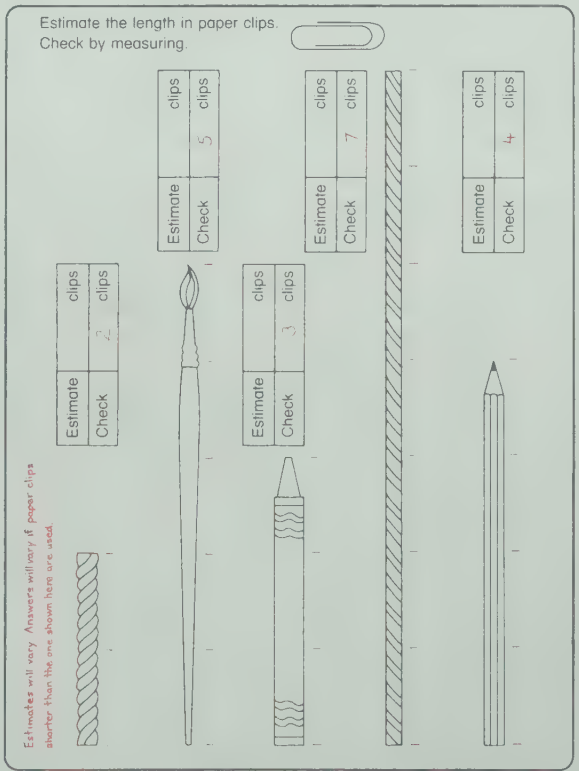
Do not distribute the paper clips for checking until all the estimates have been recorded.

45 Have the children draw lines to match each clock face with the appropriate time shown in the centre column. Note that there are no clock faces to match 1 o'clock, 2 o'clock, and 6 o'clock.

For the second part of the sheet, have the children draw the hands on the clock faces.

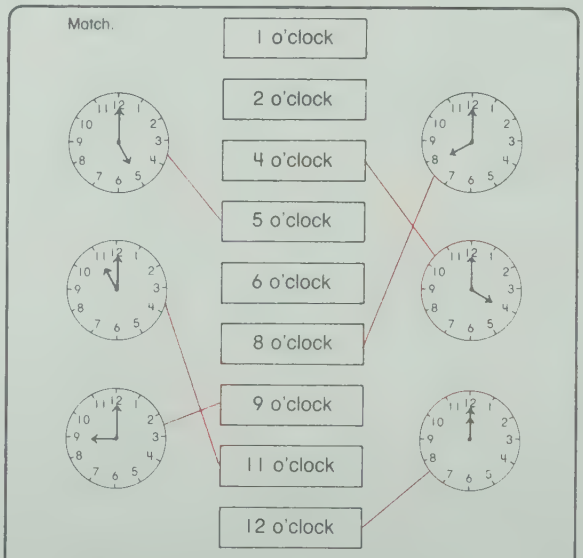
Name _____ SPM 1 Masters follows page 166 44

Estimate the length in paper clips.
Check by measuring.



Name _____ SPM 1 Masters follows page 168 45

Match.



Draw the hands on the clock faces.

3 o'clock | 7 o'clock | 10 o'clock

46 This sheet reviews place value for two-digit numbers to 19.

Note that for the second part of the sheet, there are no matching lines for 11 and 14. You may wish to have the children print the number of tens and ones in the left column and then draw lines to match these with 11 and 14.

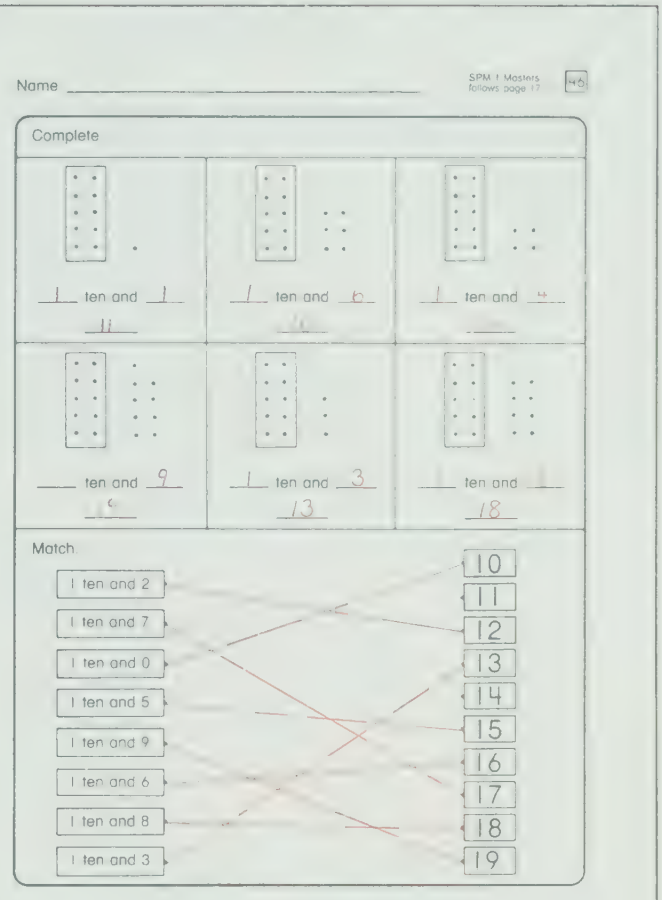
Use copies of Master Sheet 91 for further practice. Suggestions are given on page T30.

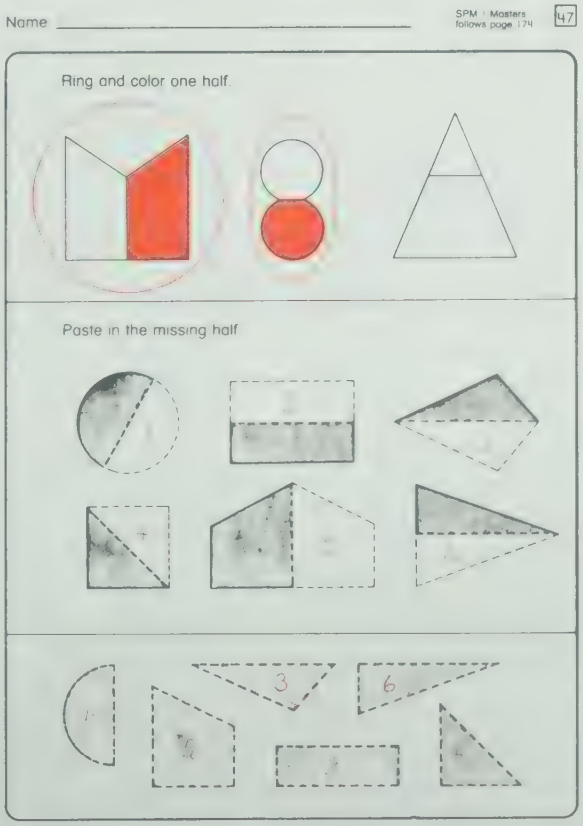
47 For the first part of this sheet, have the children ring only those pictures that show two equal parts and to color one of those parts.

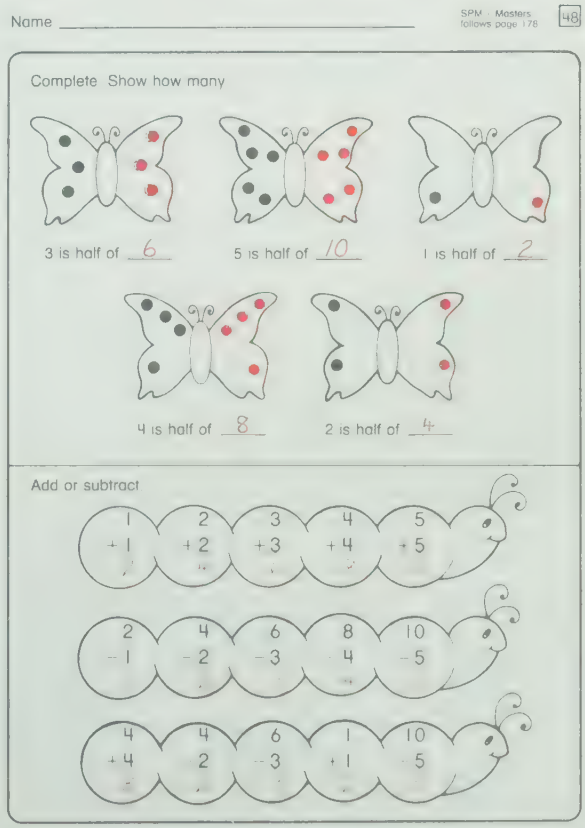
For the second part of the sheet, have the children note that one-half of each shape is missing. Explain that the missing halves are shown at the bottom of the sheet. These are to be cut apart along the dotted lines and pasted in place to complete each shape.

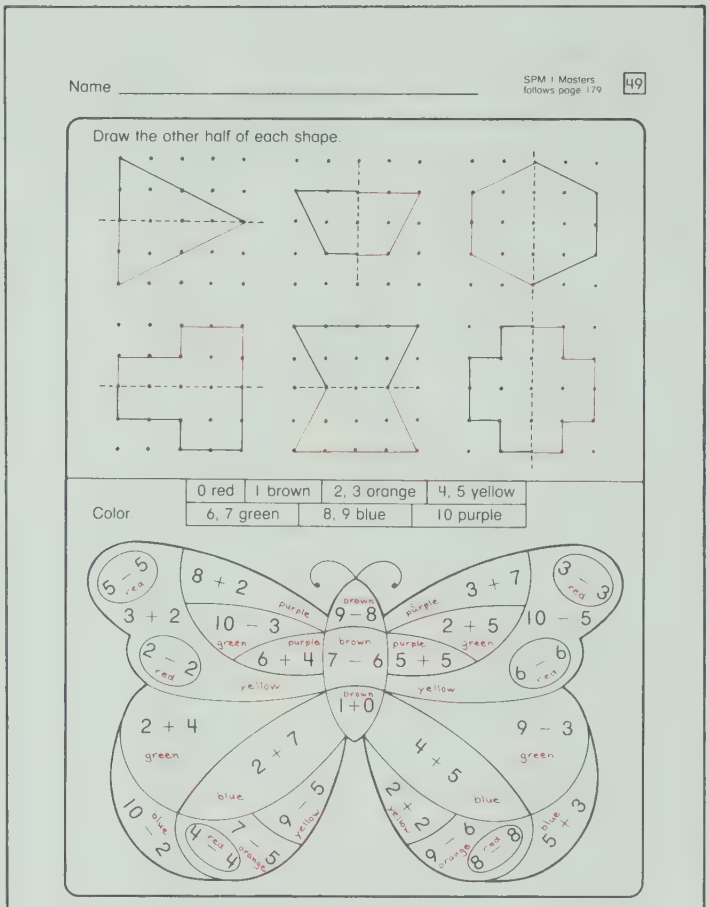
48 For the first part of the sheet, explain that the dots on one wing of each butterfly represent half the set. To complete the set, the children are to draw the same number of dots on the other wing. Then they can record the number for the whole set. Note whether any of the children draw the dots to suggest a vertical line of symmetry for each butterfly.

The exercises at the bottom of the sheet reinforce the concept of halves.









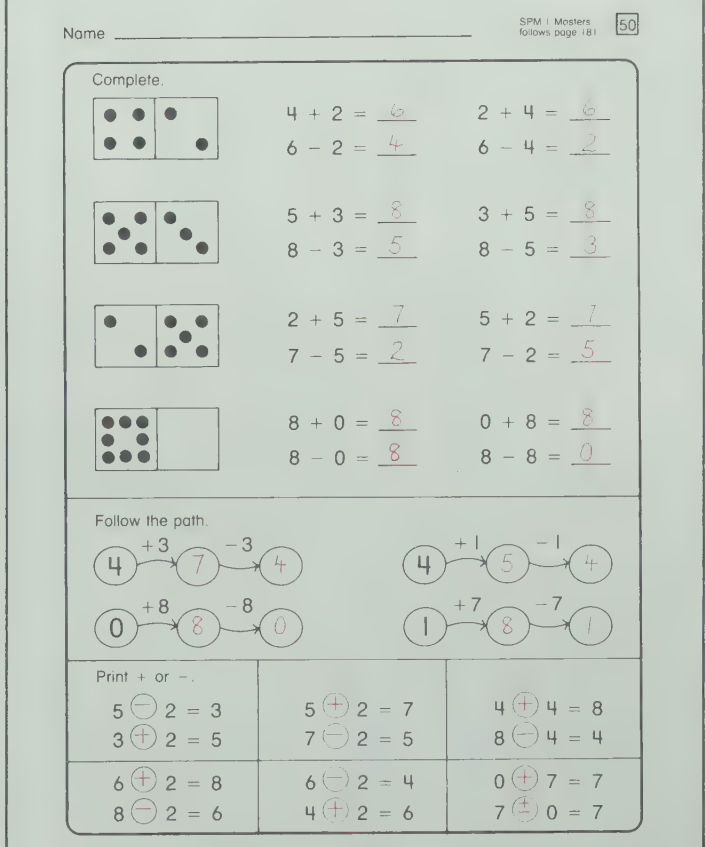
49 When the children have completed this sheet, you may wish to provide them with "mirrors" to check the symmetry of each shape.

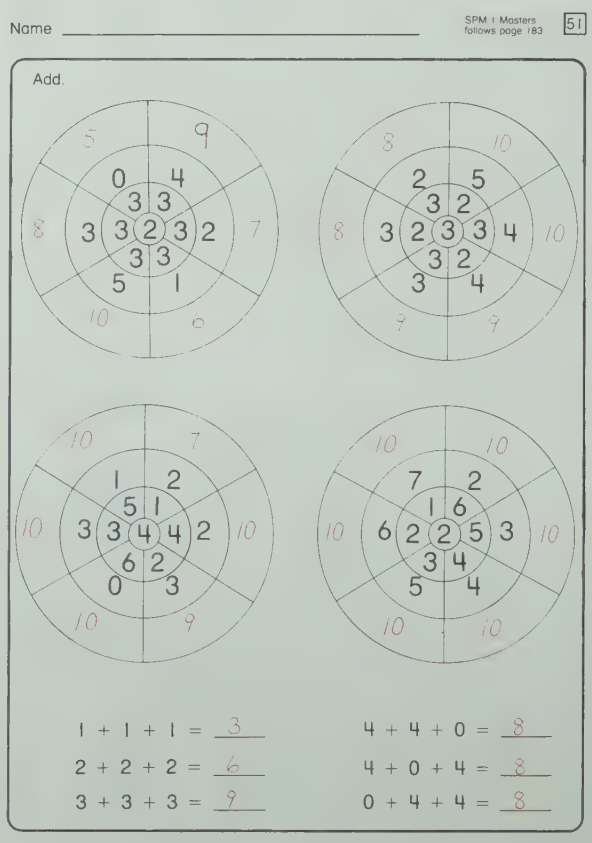
For the second part of the sheet, some children may need to print the answer (lightly) beside each number phrase before they start to color. Discuss which color is associated with each of the numerals from 0 to 10. Point out that yellow, for example, is associated with answers of 4 or 5.

50 A review of related addition and subtraction facts is presented for sums and minuends to 8. You may wish to read again the comments provided for Master Sheet 41 on page T15. Note that two solutions are possible for the last exercise at the bottom of the sheet, $7 + 0 = 7$ and $7 - 0 = 7$.

51 Practice in adding three numbers, sums to 10, is provided in the form of number wheels. For the first number wheel, the first two addends are always 2 and 3. The intermediate sum for each part of the number wheel will be 5. For the second number wheel, the intermediate sum is alternately 5 or 6. This provides a gradual increase in the degree of difficulty as the children complete the exercises.

The three exercises at the bottom of the sheet involve the three addends 0, 4, and 4. Children would benefit from writing other similar addition sentences.



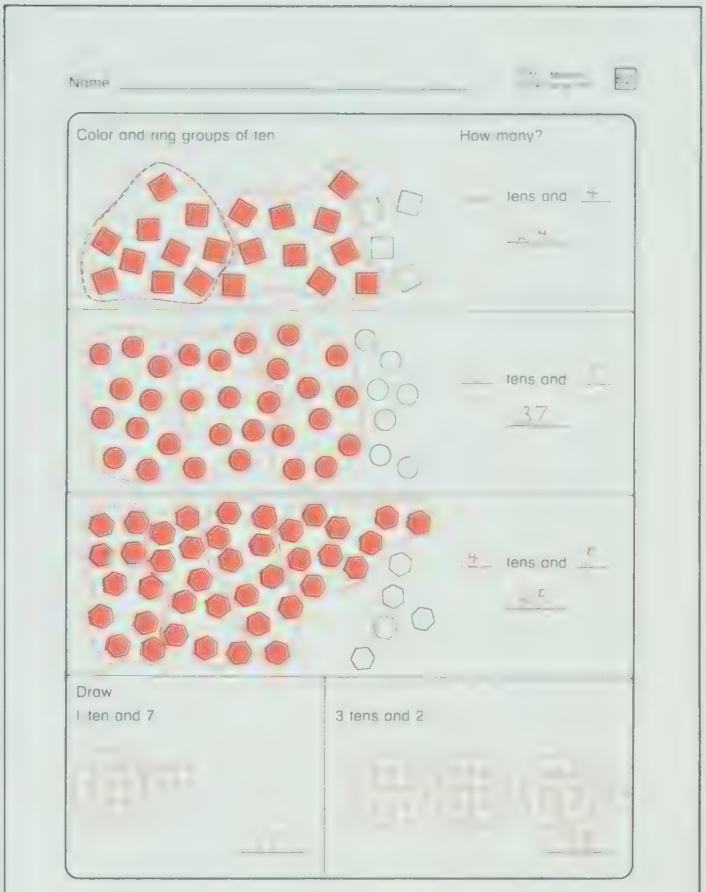


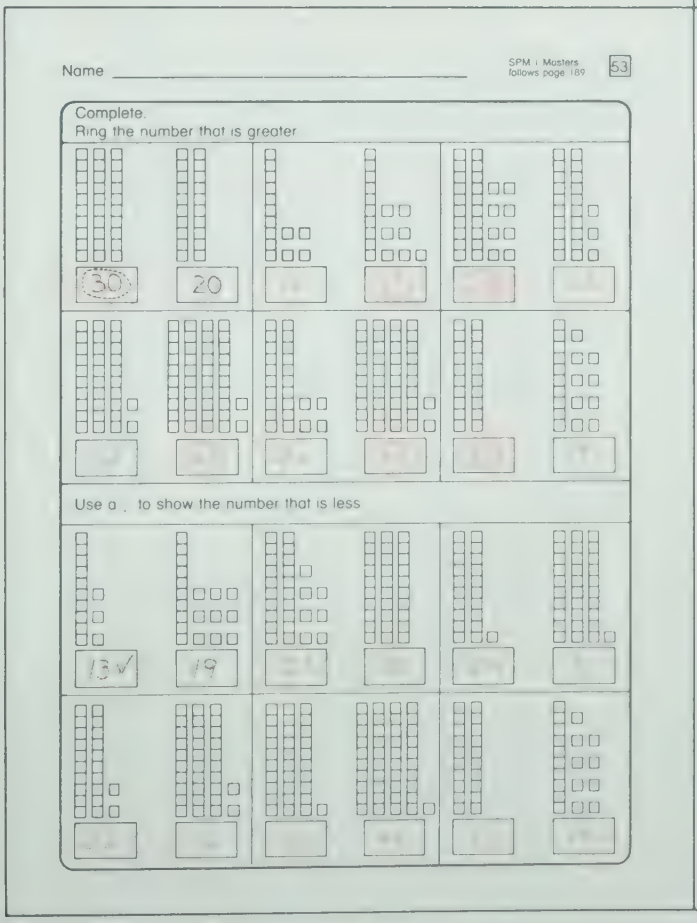
52 Direct the children to ring each group of ten as it is colored. The random arrangement of the shapes makes it difficult to identify how many shapes there are at a glance. For this reason, it would be a worthwhile exercise to have the children estimate first how many groups of ten they think there are, write their estimates, and then begin the process of coloring and ringing groups of ten.

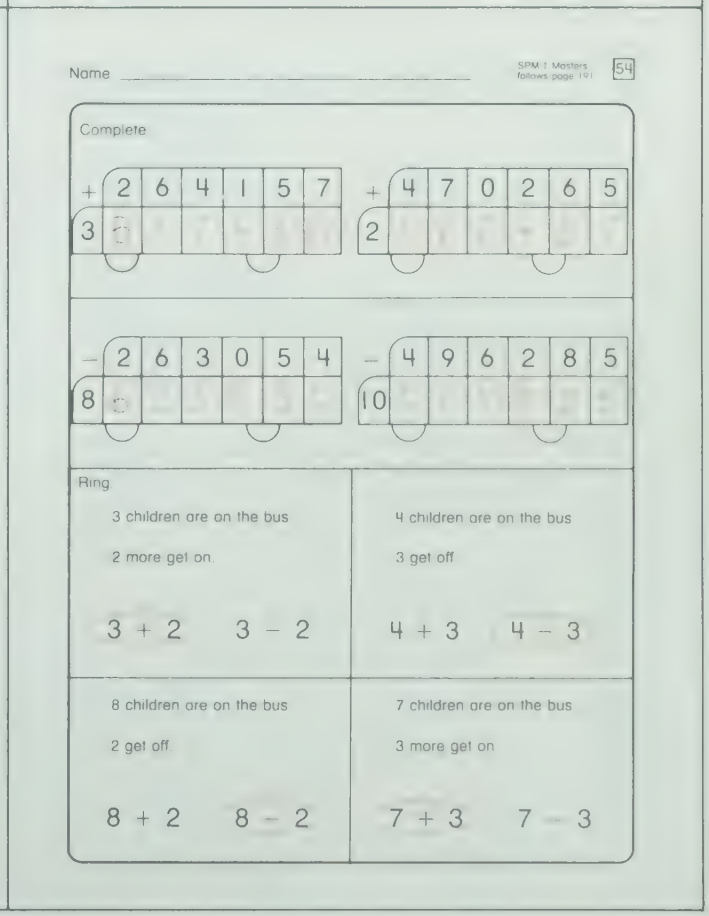
Use copies of Master Sheet 91 or 92 for further practice. Suggestions are given on page T30.

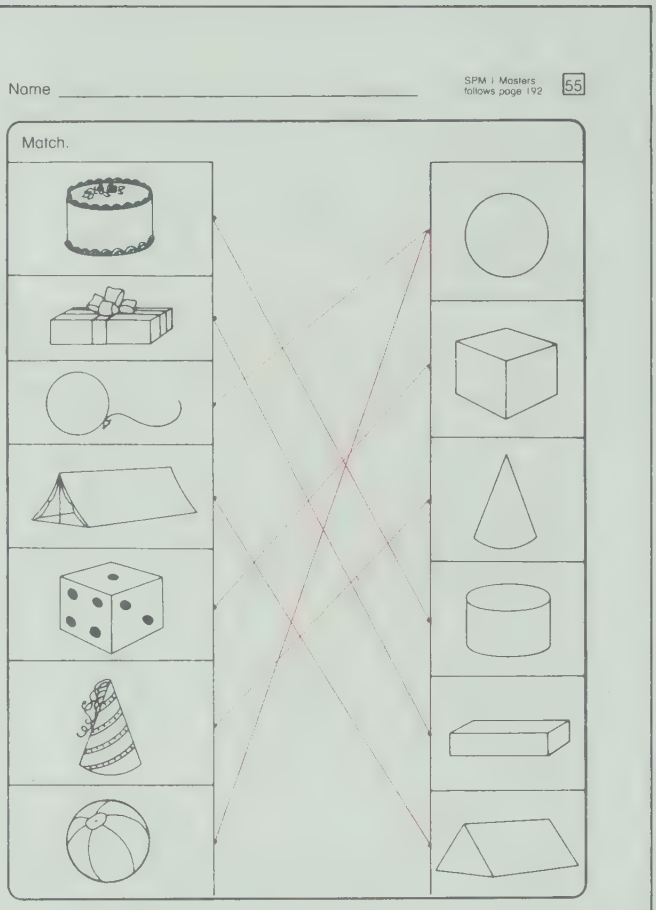
53 Discuss the completed exercises with the children. For example, 42 is greater than 24 because 42 has more tens. Similarly, 13 is less than 19 because they have the same number of tens but 13 has fewer ones.

54 For the second part of this sheet, the children must determine whether addition or subtraction is suggested. Discuss the question that each exercise implies. The first exercise, for example, suggests the question, "How many children in all are on the bus?" It would be worthwhile to have the children print the question for each exercise and complete the number sentence.









55 Have the children draw lines to match each object in the first column with the appropriate shape in the second column. Note that two objects will be matched with the circle.

56 Use this sheet to help the children improve observation skills which are significant in relation to problem solving. Have the children study the picture for ten or fifteen seconds. Then ask them to turn their sheets over. Ask questions similar to the following.

"What does the picture show?"

"What shape are the balloons?"

"Are there more round balloons or more animal-shaped balloons?"

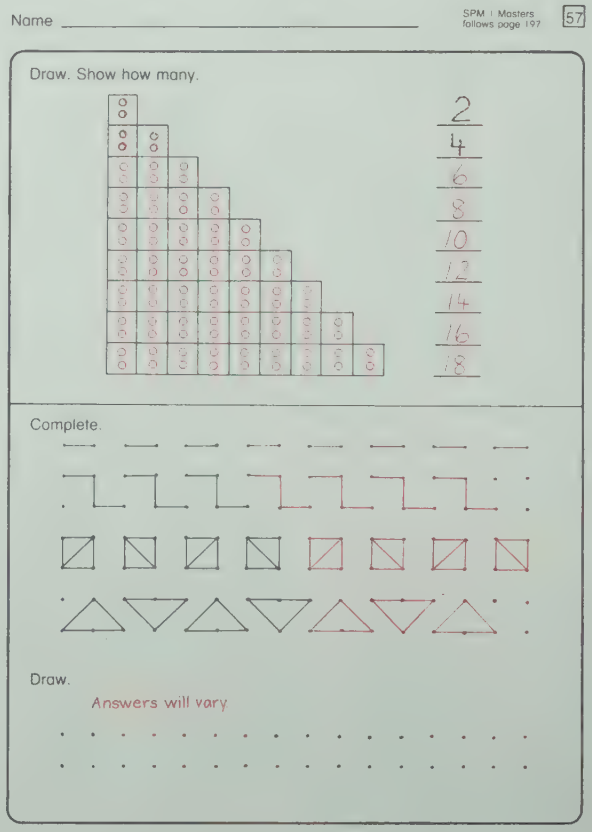
"How many pompoms are on the clown's shirt?"

"Is the clown wearing a hat?"

If you wish to follow this sheet with practice in addition and subtraction, use copies of Master Sheets 86, 89, or 90. Suggestions are provided on page T30.

57 For the first part of the sheet, the children are to draw sets of two and show how many there are in all.

For the second part of the sheet, ask the children to describe the patterns. Point out that the children are to create a pattern of their own at the bottom of the sheet.



58 This sheet provides practice in addition and subtraction facts for sums and minuends to 10.

You may wish to assign the work of this sheet over more than one day. Some children may need to print the answer (lightly) beside each number phrase before they start to color.

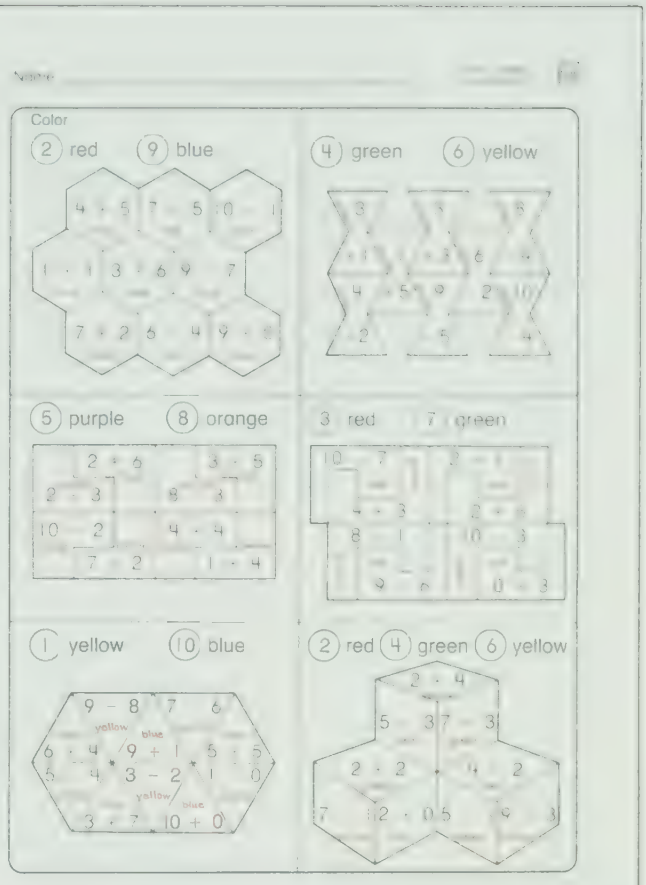
59 Related addition and subtraction facts are reviewed on this sheet for sums and minuends to 10. You may wish to read again the comments provided for Master Sheet 41 on page T15.

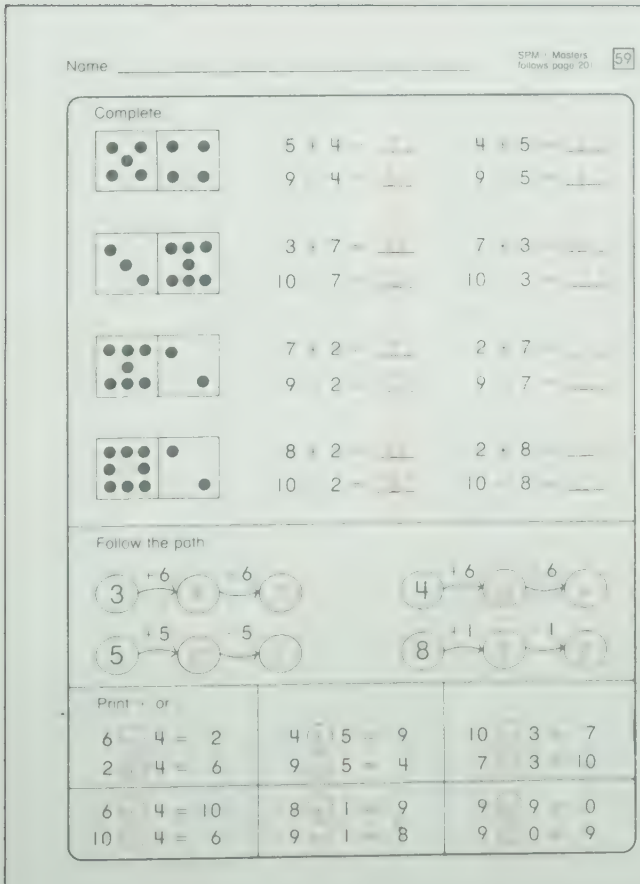
Note that two solutions are possible for the last exercise at the bottom of the sheet, $9 + 0 = 9$ and $9 - 0 = 9$.

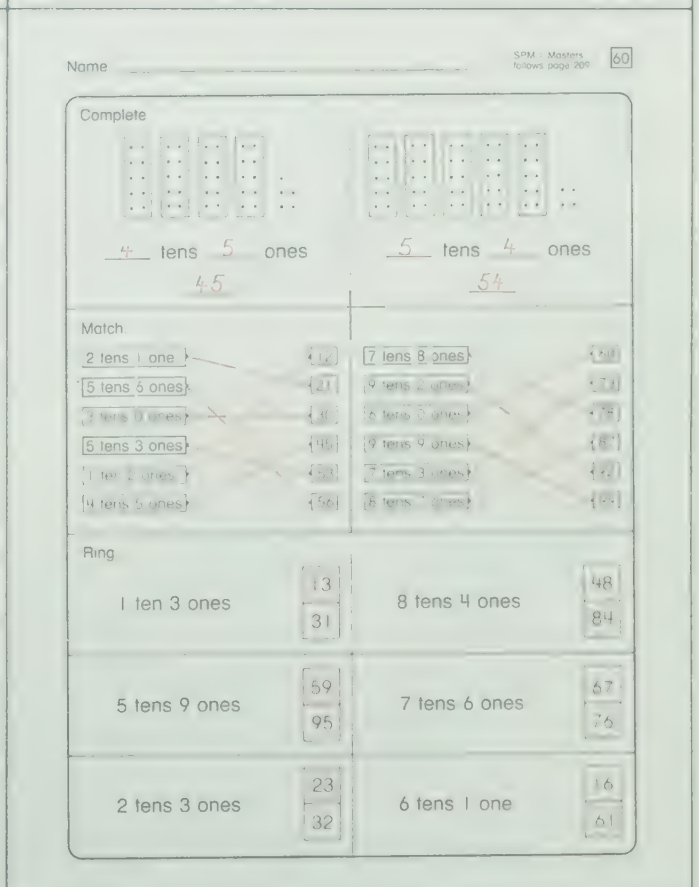
To provide more exercises similar to the paths shown in the second part of this sheet, use copies of Master Sheet 89. Suggestions are given on page T30.

60 Place-value concepts for numbers to 99 are reviewed on this sheet.

Note that the last set of exercises enables you to determine whether the children have difficulty with reversal of tens and ones in two-digit numerals. Use copies of Master Sheets 91 and 92 for remedial assistance and review. Suggestions are given on page T30.







Name _____ SPM 1 Masters follows page 213 61

Complete.

2	3	4	5	6	7	8	9	10
27	28	29	30	31	32	33	34	35
56	57	58	59	60	61	62	63	64
85	86	87	88	89	90	91	92	93

14	16	18	20	22	24	26
26	28	30	32	34	36	38
42	44	46	48	50	52	54
31	33	35	37	39	41	43
55	57	59	61	63	65	67
87	89	91	93	95	97	99

61 Children count by ones and by twos to complete the sequences on this sheet. The patterns that involve counting by twos present an opportunity to review the concept of even and odd numbers.

62 Addition and subtraction facts for sums and minuends to 10 are reviewed on this sheet.

Begin by reviewing the procedure for using a code. Remind the children to note the symbols + and − so that they will know whether to add or subtract.

Before assigning this sheet, you may wish to read the Theme suggestions given in the Teacher's Edition of the student text on page T252.

63 Discuss with the children how they are to complete the paths. It is important to point out that the children are able to check their own work. If their work is correct, the number that starts the path also ends the path. More capable children will determine that this occurs because the total of the numbers added in the path is the same as the total of the numbers subtracted. For example, for the first path, the sequence is + 2, − 3, + 4, − 8, + 2, − 1, + 6, − 2, and the total for each operation is 14.

Other paths similar to these may be assigned on copies of Master Sheet 89. Suggestions are given on page T30.

Name _____ SPM 1 Masters follows page 215 62

Here is a code.
Add or subtract to find out where each rocket is going.

0	1	2	3	4	5	6	7	8	9	10
E	L	M	S	O	P	R	A	T	N	U

4	4	8	10
−2	+3	−2	−7
2	7	6	3
M	A	R	S

7	6	5	3	9	1
−4	+1	+3	+7	−3	+8
3	7	8	10	6	9
S	A	T	U	R	N

5	3	9	2	9	9
+5	+3	−2	+7	+1	−6
10	6	7	9	10	3
U	R	A	N	U	S

10	2	8	0
−8	+2	−4	+9
2	4	4	9
M	O	O	N

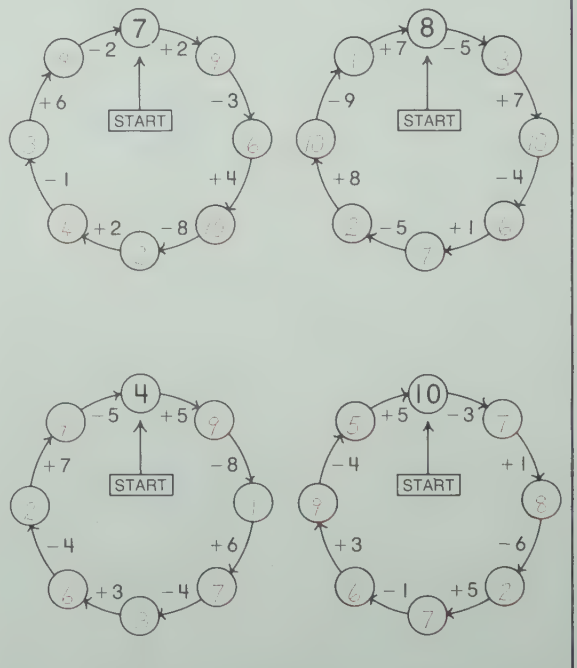
2	6	6	4	10
+3	−5	+4	+4	−6
5	1	10	8	4
P	L	U	T	O

8	7	10
−5	+3	−1
3	10	9
S	U	N

4	3	9	10	2	3	9
+5	−3	−4	−2	+8	+6	−9
9	0	5	8	10	9	0
N	E	P	T	U	N	E

Name _____ SPM 1 Masters follows page 216 63

Follow the path.



64 The first part of this sheet provides an opportunity to review the order property of addition.

The second part of the sheet shows pairs of related subtraction facts. For example, $5 - 3 = 2$ is shown directly below $5 - 2 = 3$. Discuss the related facts shown and then ask the children to write other pairs of related facts.

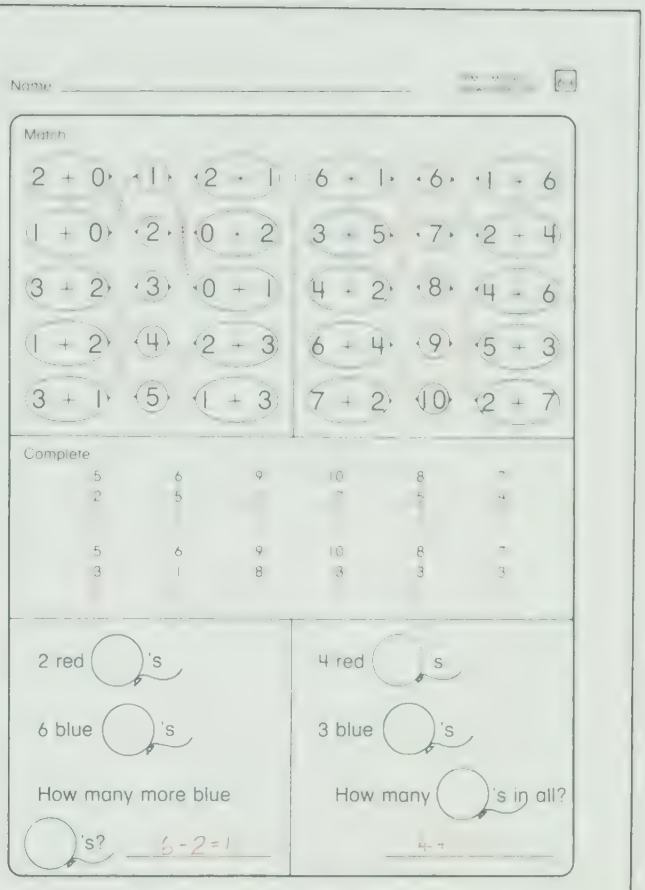
For the word problems, you may wish to have the children ring the key words that suggest the required operation, and print the symbol for the operation beside the words.

65 These exercises require the children to identify instruments for measuring length, temperature, mass, capacity, and time.

Work with the children as they complete the exercises. Say, for example, that you would like to find out how heavy the apple is. Ask if you would use the dial clock, the scales, the metre stick, the measuring cup, or the thermometer. Lead the children to suggest drawing a line to match the apple in the first column with the scales in the second column. Continue in a similar manner for the rest of the sheet.

66 The sequences in the first part of the sheet review counting by twos, fives and tens.

Discuss the four rows of addition and subtraction exercises. For the first row, for example, 2 is always the first addend.


Name _____ 64

Match

2 + 0 · 1 · 2 − 1 · 6 − 1 · 6 · 1 − 6

1 + 0 · 2 · 0 − 2 · 3 − 5 · 7 · 2 − 4

3 + 2 · 3 · 0 + 1 · 4 − 2 · 8 · 4 − 6

1 + 2 · 4 · 2 − 3 · 6 + 4 · 9 · 5 − 3

3 + 1 · 5 · 1 + 3 · 7 + 2 · 10 · 2 + 7

Complete

5	6	9	10	8	7
2	5		7	5	4
5	6	9	10	8	7
3	1	8	3	3	3

2 red 's

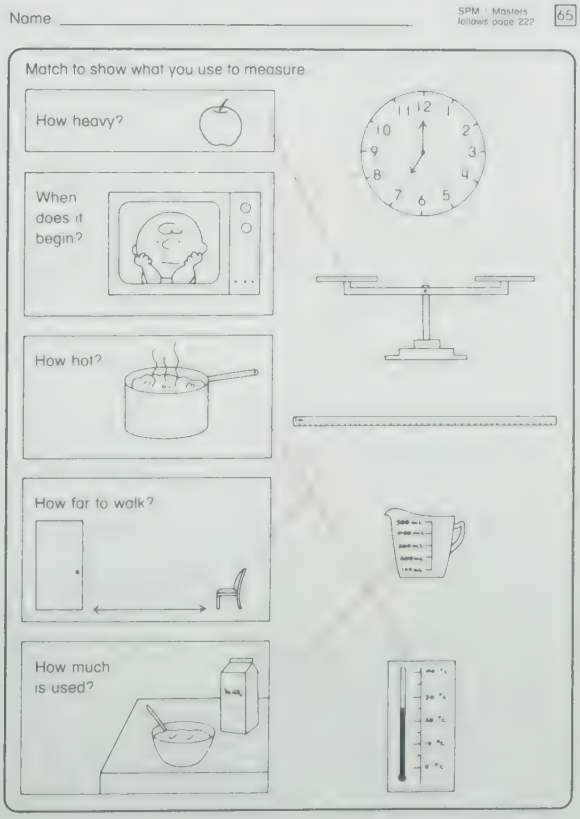
6 blue 's

How many more blue 's? 6 − 2 = 4

4 red 's

3 blue 's

How many 's in all? 4 + 3 = 7


Name _____ SPM Masters follows page 222 65

Match to show what you use to measure

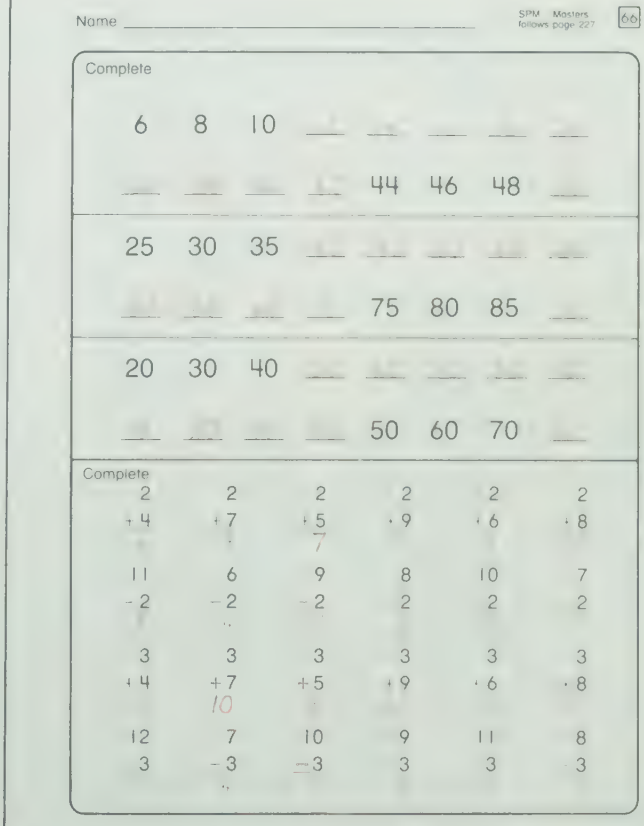
How heavy?

When does it begin?

How hot?

How far to walk?

How much is used?


Name _____ SPM Masters follows page 227 66

Complete

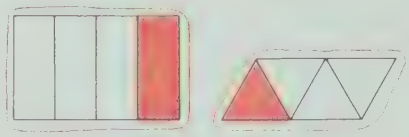
6	8	10					
			44	46	48		
25	30	35					
			75	80	85		
20	30	40					
			50	60	70		

Complete

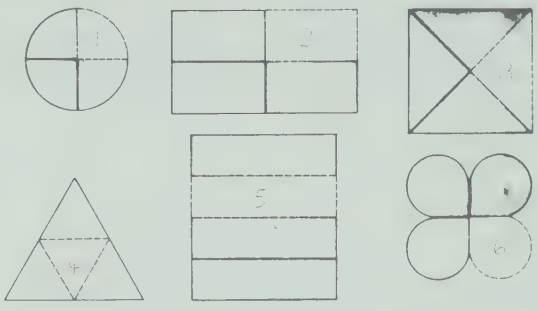
2	2	2	2	2	2
+ 4	+ 7	+ 5	+ 9	+ 6	+ 8
		7			
11	6	9	8	10	7
− 2	− 2	− 2	2	2	2
3	3	3	3	3	3
+ 4	+ 7	+ 5	+ 9	+ 6	+ 8
	10				
12	7	10	9	11	8
3	− 3	− 3	3	3	3

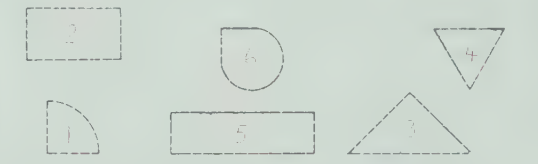
Name _____ SPM I Masters follows page 230 67

Ring and color one fourth



Paste in the missing fourth.





67 This sheet is similar to Master Sheet 47 for which the concept of halves was reviewed. Refer to the procedure described for Master Sheet 47 on page T17, and have the children use a similar procedure to complete this sheet.

68 This sheet reinforces the concept presented on the related student text page; that is, drawing a picture that illustrates the action described in a word problem.

Note that number sentences are not required, but you may wish to assign the sheet again at a later time and ask the children to write the number sentence for each problem. Although the last problem suggests multiplication which is not formally met at this level, children may write the addition sentence that shows repeated addends; for example, $2 + 2 + 2 + 2 + 2 = 10$.

69 For the first part of the sheet, the children will benefit from a discussion of how an exercise can be corrected in more than one way. For example, the incorrect addition $2 + 4 = 5$ in the first row can be corrected by changing the sum ($2 + 4 = 6$), by changing the first addend ($1 + 4 = 5$), or by changing the second addend ($2 + 3 = 5$).

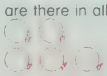
To provide other exercises similar to those on the second part of the sheet, use copies of Master Sheet 86. Suggestions are given on page T30.

Name _____ SPM I Masters follows page 233 68

See 5 's.
2 's go away.
How many 's are left?

3

Pat has 2 's.
Bob has 3 's.
How many 's are there in all?



5

Pat ate 2 's.
Bob ate 3 's.
How many more 's did Bob eat?

See 5 's.
See 2 more 's.
How many 's are there in all?

7

See 7 's.
3 's go away.
How many 's are left?

4

See 5 's.
How many ears have they?

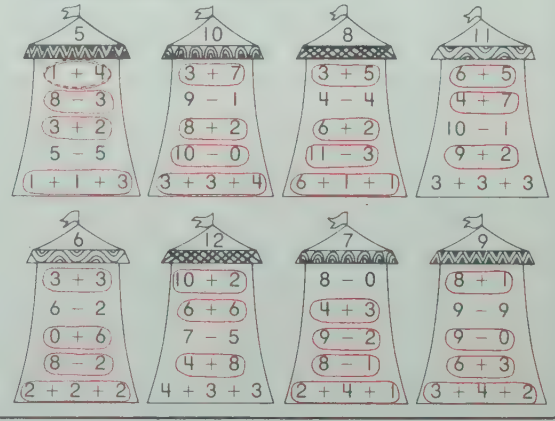
10

Name _____ SPM I Masters follows page 236 69

Find 6 mistakes.
Correct the mistakes.

4 +3 7 ✓	6 +3 9 ✓	2 +4 ~~5~~ 6	9 +3 12 ✓	5 +3 ~~2~~ 8	4 +6 10 ✓
9 −2 ~~6~~ 7	5 −4 1 ✓	10 −3 7 ✓	8 −2 6 ✓	12 −5 7 ✓	4 −3 ~~7~~ 1
5 −1 4 ✓	2 +2 ~~5~~ 4	10 −6 4 ✓	3 +7 10 ✓	6 −6 ~~12~~ 0	9 +2 11 ✓

Ring the other names for each number.



70 Ask the children to explain what is suggested by the drawings of the umbrella, the cloud, and the sun. When the children have completed the page, ask them to tell why they chose a particular day of the week as their favorite.

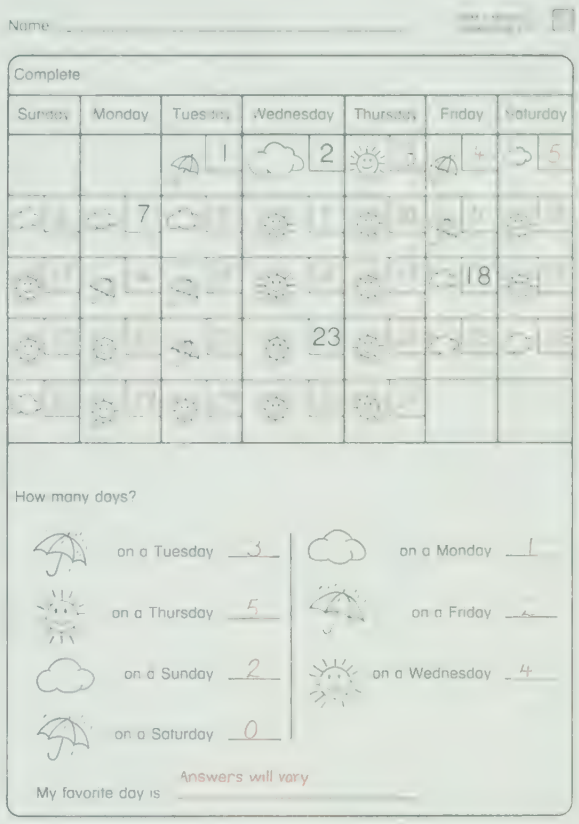
71 Discuss the situation pictured at the top of the sheet. Points are scored by "popping" three balloons.

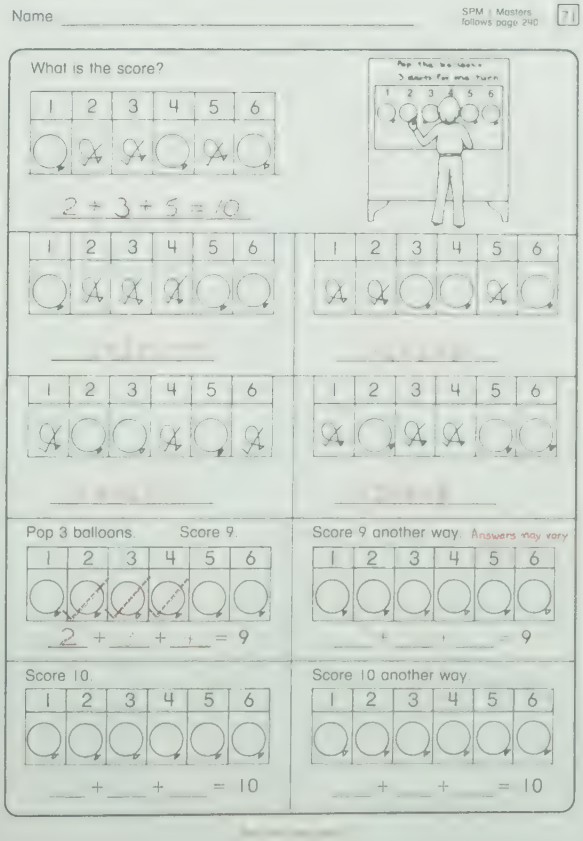
For the first part of the sheet, have the children write the corresponding addition sentence with three addends.

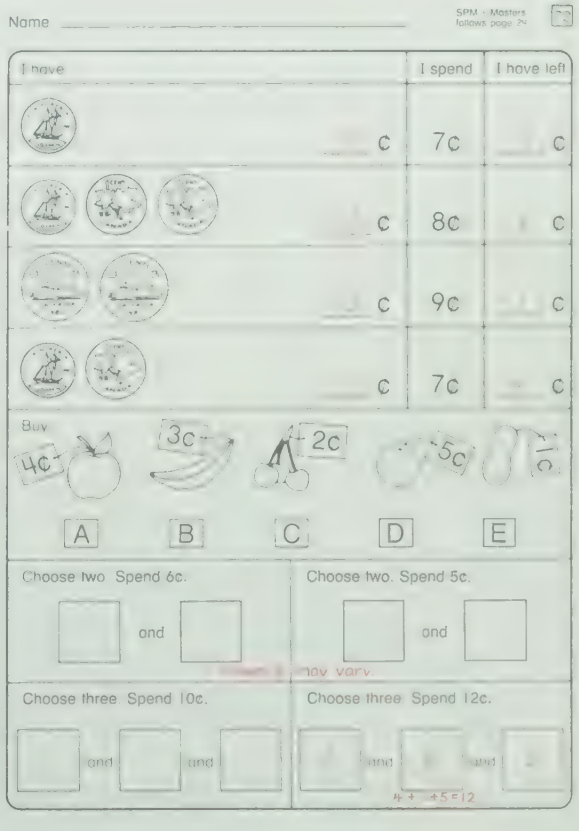
For the second part of the sheet, the children must determine which three balloons can be "popped" (marked with a ✓) to obtain the given score. Note that two ways must be found to obtain scores of 9 and 10. Addition sentences for a score of 9, for example, are $2 + 3 + 4 = 9$, $1 + 3 + 5 = 9$, and $1 + 2 + 6 = 9$, but not $3 + 3 + 3 = 9$ because there is only one balloon worth 3 points. This will be a challenging problem-solving situation for some children.

72 You may wish to have the children print the subtraction sentences for the first part of the sheet.

For the second part of the sheet, the children are to choose two or three items to spend the given amount. Discuss the different solutions that are possible, for example, A and C, D and E, or two of B to spend 6¢.

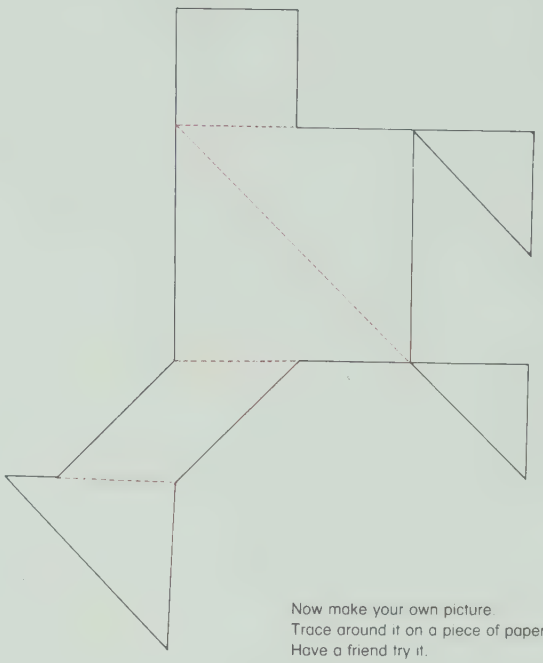






Name _____ SPM 1 Masters follows page 242 73

Use the seven pieces.
Make this picture.



Now make your own picture.
Trace around it on a piece of paper.
Have a friend try it.

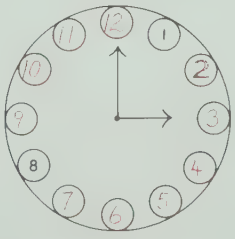
73 The children will need plastic or cardboard tangram pieces to complete this sheet. If you wish, give the children copies of the tangram pattern on page T347 of the Teacher's Edition of the student text. Have the children cut along the lines to separate the seven pieces and paste the pieces in position on the sheet.

74 This master sheet provides an opportunity to review time to the hour before proceeding with time to the half-hour in the student text.

75 Have the children draw lines to match each dial clock with the appropriate time in the second column.

Name _____ SPM 1 Masters follows page 243 74

Complete.



The time is 3 o'clock.

What time is it?

1 o'clock

7 o'clock

4 o'clock

10 o'clock

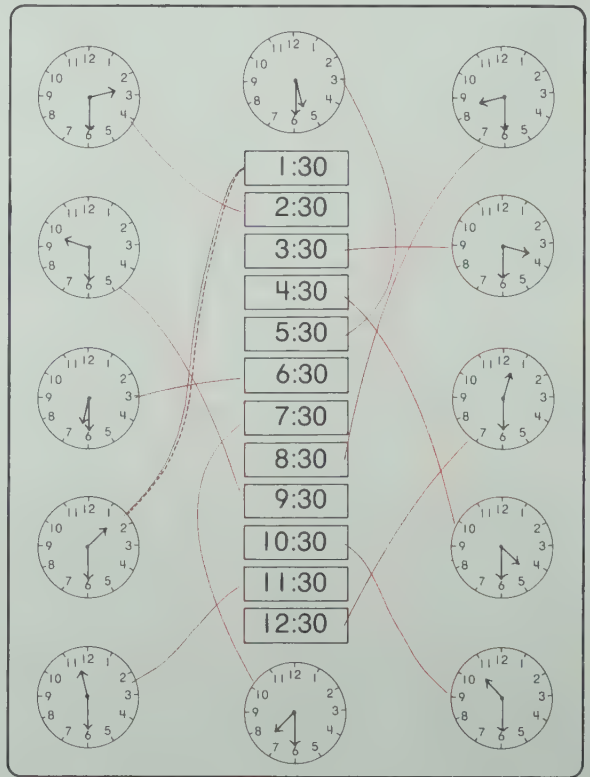
5 o'clock

11 o'clock

2 o'clock

9 o'clock

Name _____ SPM 1 Masters follows page 245 75



76 For the first part of the sheet, review that mistakes can be corrected in more than one way.

Note that for the three columns of exercises, the first number in each exercise is equal to the answer in the exercise immediately above it.

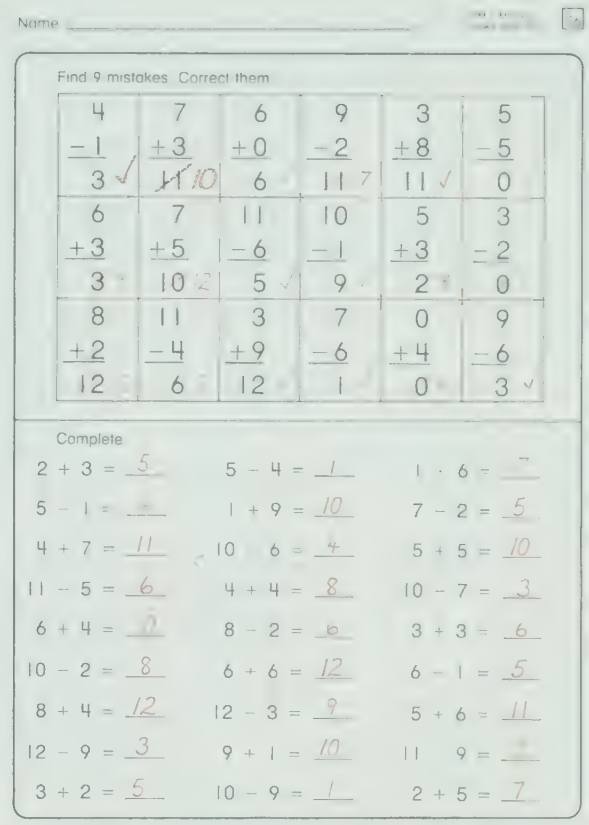
77 The exercises on this sheet and the following seven sheets are designed to test the children's performance on the material presented in *Starting Points In Mathematics 1*.

The following objectives are tested on this sheet in the order indicated.

1. Count and order numbers to 99.
2. Count by fives to 50, by tens to 90, and by twos to 20.
3. Match the numeral and the word for a number to nine.
4. Identify numbers before, after, and between whole numbers to 99.
5. Identify which of two numbers is greater than (less than) the other.

78 The following objectives are tested on this sheet in the order indicated.

1. Understand ordinal number concepts from *first* to *ninth*.
2. Write addition and subtraction sentences.
3. Write a number sentence for a story problem and answer the question of the problem.
4. Illustrate a word problem in an attempt to solve the problem.



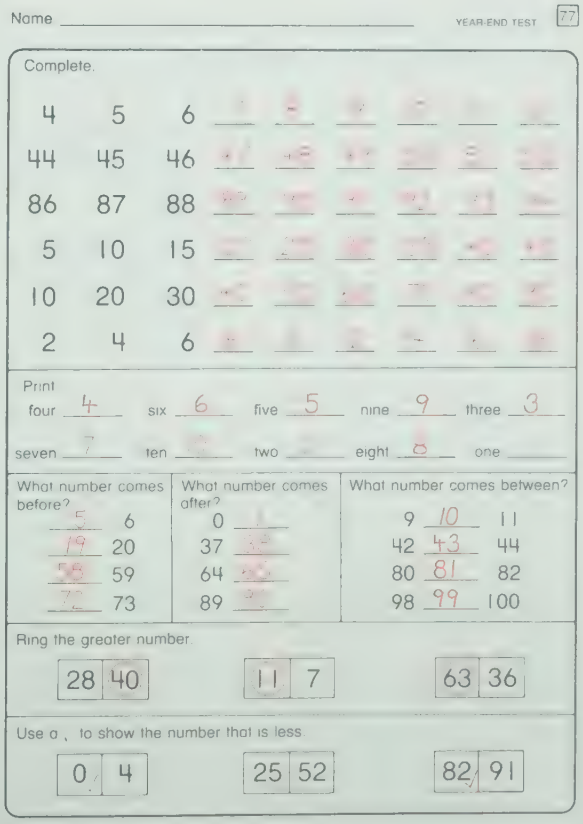
Name _____

Find 9 mistakes. Correct them.

4	7	6	9	3	5
−1	+3	+0	−2	+8	−5
3	11	6	11	11	0
6	7	11	10	5	3
+3	+5	−6	−1	+3	−2
3	10	5	9	2	0
8	11	3	7	0	9
+2	−4	+9	−6	+4	−6
12	6	12	1	0	3

Complete.

2 + 3 = 5	5 − 4 = 1	1 + 6 = 7
5 − 1 = 4	1 + 9 = 10	7 − 2 = 5
4 + 7 = 11	10 − 6 = 4	5 + 5 = 10
11 − 5 = 6	4 + 4 = 8	10 − 7 = 3
6 + 4 = 10	8 − 2 = 6	3 + 3 = 6
10 − 2 = 8	6 + 6 = 12	6 − 1 = 5
8 + 4 = 12	12 − 3 = 9	5 + 6 = 11
12 − 9 = 3	9 + 1 = 10	11 − 9 = 2
3 + 2 = 5	10 − 9 = 1	2 + 5 = 7



Name _____ YEAR-END TEST 77

Complete.

4	5	6	3	4	5	6	7
44	45	46	47	48	49	50	51
86	87	88	89	90	91	92	93
5	10	15	20	25	30	35	40
10	20	30	40	50	60	70	80
2	4	6	8	10	12	14	16

Print.

four 4 six 6 five 5 nine 9 three 3

seven 7 ten 10 two 2 eight 8 one 1

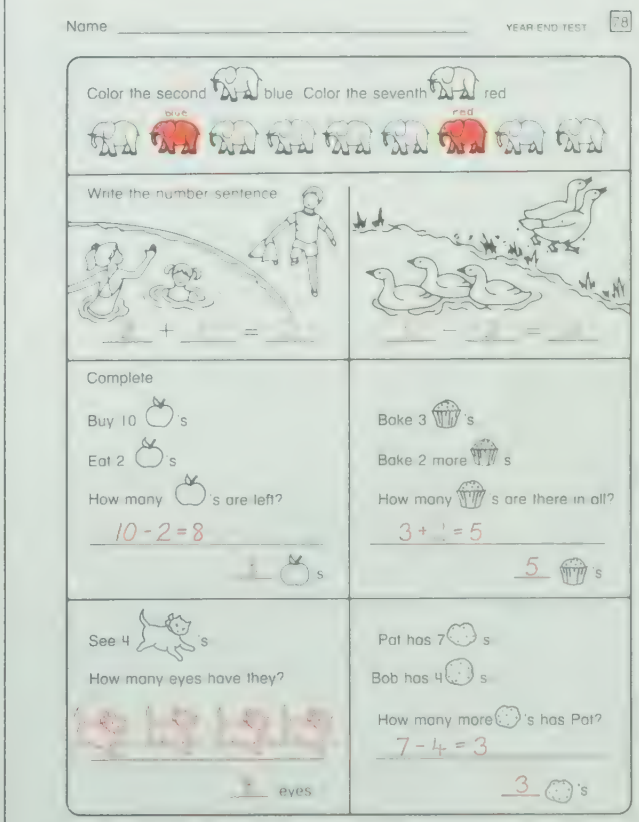
What number comes before?		What number comes after?		What number comes between?		
5	6	0	1	9	10	11
19	20	37	38	42	43	44
58	59	64	65	80	81	82
72	73	89	90	98	99	100

Ring the greater number.

28 40 11 7 63 36

Use a , to show the number that is less.

0 4 25 52 82 91



Name _____ YEAR-END TEST 78

Color the second blue. Color the seventh red.

Write the number sentence.

_____ + _____ = _____

_____ − _____ = _____

Complete.

Buy 10 s

Eat 2 s

How many s are left?

10 − 2 = 8

8 s

Bake 3 s

Bake 2 more s

How many s are there in all?

3 + 2 = 5

5 s

See 4 s

How many eyes have they?

8 eyes

Pat has 7 s

Bob has 4 s

How many more 's has Pat?

7 − 4 = 3

3 's

Name _____ YEAR-END TEST 79

Draw a picture. Complete the number sentence.

3 + 4 = 7

8 − 2 = 6

Complete.

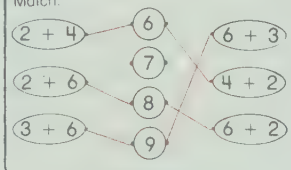
2 + 2 = 4	6 +2 8	3 +2 5	6 − 5 = 1	6 −6 0	5 −3 2
3 + 5 = 8			8 − 3 = 5		
4 + 2 = 6	3 +3 6	8 +3 11	4 − 1 = 3	8 −4 4	7 −2 5
5 + 6 = 11			9 − 5 = 4		
2 + 8 = 10	5 +5 10	4 +3 7	7 − 6 = 1	10 −3 7	11 −9 2
1 + 6 = 7			4 − 4 = 0		
5 + 0 = 5	7¢ +5¢ 12¢	9¢ +3¢ 12¢	11 − 3 = 8	12 −4 8	12 −6 6
4 + 7 = 11			10 − 6 = 4		
7 + 2 = 9			12 − 9 = 3		

1 + 1 + 3 = 5 4 + 5 + 1 = 10

2 + 3 + 1 = 6 3 + 3 + 4 = 10

2 3 +2 +3 7 8	

Match.



Print + or −.

7 + 3 = 10	5 + 2 = 7
10 − 3 = 7	7 − 2 = 5
3 + 3 = 6	9 − 6 = 3
6 − 3 = 3	3 + 6 = 9

79 The following objectives are tested on this sheet in the order indicated.

1. Illustrate addition and subtraction sentences.
2. Complete basic addition facts, sums to 12.
3. Complete basic subtraction facts, minuends to 12.
4. Add three numbers, sums to 10.
5. Understand the order property of addition.
6. Decide whether + or − is needed to complete a number sentence.

80 The following objectives are tested on this sheet in the order indicated.

1. Complete basic addition and subtraction facts, sums and minuends to 12.
2. Write the standard two-place numeral for a number of tens and a number of ones.
3. Interpret a two-digit number as a number of tens and a number of ones.
4. Determine the value of a given set of coins.
5. Identify the coins needed for a given amount of money.

81 The following objectives are tested on this sheet in the order indicated.

1. Identify one-half and one-fourth of a shape.
2. Identify one-half of a set.
3. Read and record, to the hour and to the half-hour.
4. Count the square units contained by a shape.

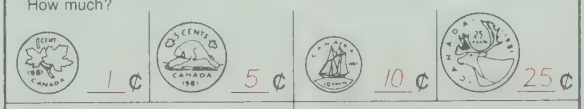
Name _____ YEAR-END TEST 80

Complete.

1 +8 9	0 +3 3	8 −6 2	2 +4 6	7 −4 3	5 −5 0	11 −8 3	10 −6 4	2 +9 11
9 −2 7	4 +5 9	6 −1 5	9 −6 3	3 +6 9	6 +4 10	7 +3 10	12 −6 6	3 +8 11

1 ten 4 ones = 14	28 = 2 tens 8 ones
3 tens 9 ones = 39	43 = 4 tens 3 ones
5 tens 0 ones = 50	60 = 6 tens 0 ones
8 tens 1 one = 81	95 = 9 tens 5 ones

How much?

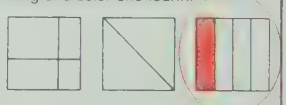


Mark the coins.

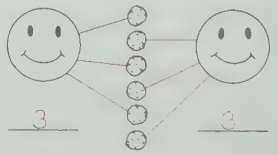
Name _____ YEAR-END TEST 81

Ring and color one half.

Ring and color one fourth.



Share. How many does each get?



3 3

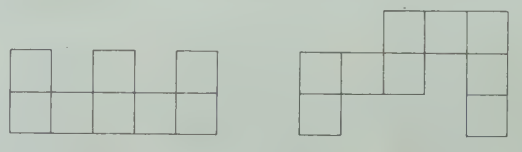
Complete.

4 is half of 8

What time is it?

4:00 9:00 2:30 10:30

How many squares?



8 9

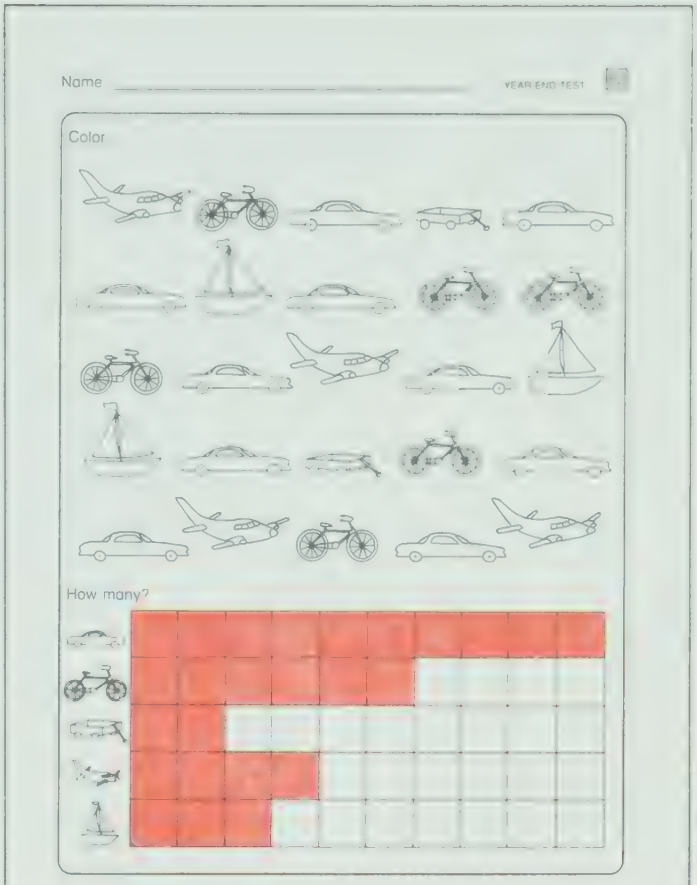
82 The following objective is tested on this sheet.
Complete a simple bar graph.

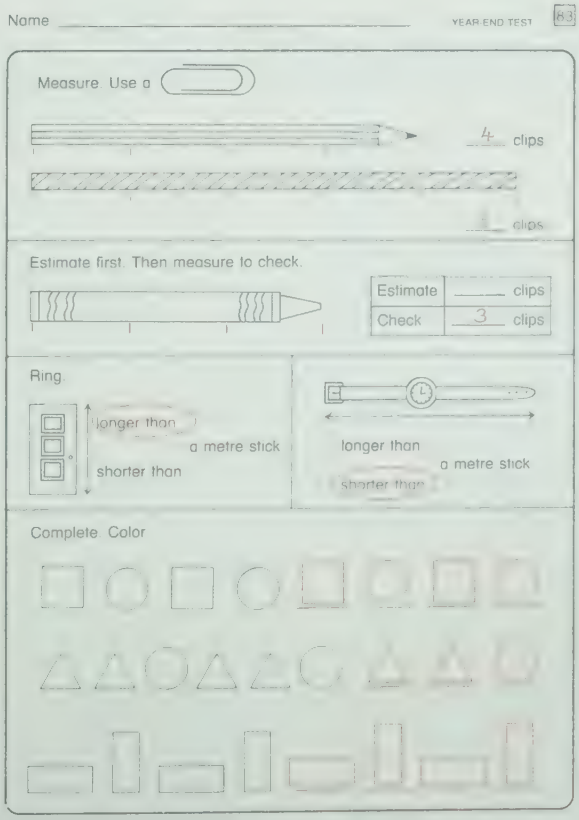
83 The following objectives are tested on this sheet in the order indicated.

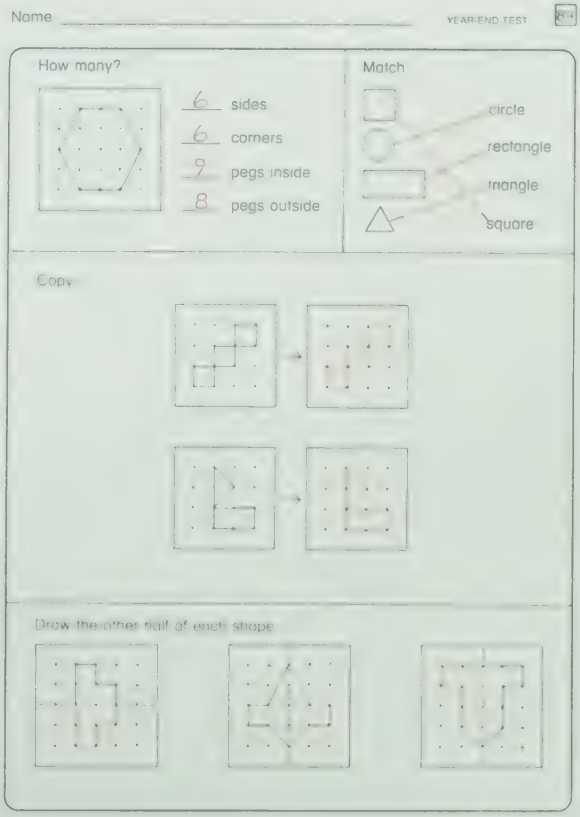
1. Measure length using a non-standard unit.
2. Estimate length and then measure to check the estimate.
3. Compare the length of an object with the length of a metre stick.
4. Recognize and continue a given pattern.

84 The following objectives are tested on this sheet in the order indicated.

1. Count the sides and the corners of a geometric shape.
2. Understand the concepts *inside* and *outside*.
3. Identify two-dimensional shapes (circle, rectangle, square, triangle).
4. Reproduce a shape.
5. Complete a symmetrical shape.







Extra Materials

Master Sheets 85 to 92 are not correlated to specific student text pages because they provide materials that can be used several times throughout the year for practice and enrichment. Suggestions for using these materials are given below.

85 Have the children cut along the lines to obtain 24 cards. They may use the cards to reinforce number sequence, to show even and odd numbers, to show numbers greater than or less than a given number, and so on. Sets of cards are useful as game cards for games described in the Teacher's Edition of the student text; for example, on pages T45, T219, T324, and T325.

86 Use this sheet to have children show different names for a number. Show the number 7, for example, in the window of one house. Below this the children might show phrases such as $7 + 0$, $9 - 2$, $4 + 3$, $1 + 6$, $10 - 3$, $8 - 1$, and $2 + 5$. Some children might show three addends as in $2 + 2 + 3$. If more "floors" are needed for a house the children can draw a vertical line through the centre of the house.

The diagrams may be adapted for providing exercises similar to those on page 147 of the student text.

87 Two types of dot patterns are provided, a 3-by-3 array of 9 dots and a 4-by-4 array of 16 dots. Have the children work with one type at a time for exercises similar to the following.

1. Show a square (triangle, rectangle). Show the same size of square in as many different positions as you can.
2. Show as many different squares (triangles, rectangles) as you can.

   How many dots are inside (outside, touching) the square?
3. Can you show a square with 0 dots inside it? 1 dot inside it? 2 dots? 3 dots? 4 dots?

88 The pattern on this master sheet may be used to prepare geoboards having 12 pegs equally spaced to suggest a circle. You may wish to have the children number the dots 1 to 12 as on the face of a dial clock. Twelve-point geopaper is useful for showing two-dimensional shapes and for activities involving the concept of symmetry. Suggestions for using twelve-point geopaper are provided in the Teacher's Edition of the student text on pages T23, T249, T302, and T303.

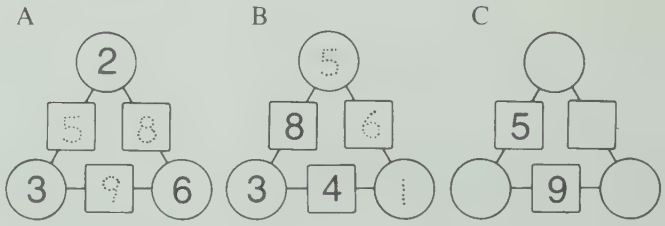
89 Use copies of this sheet to provide exercises similar to those on Master Sheets 37, 41, and 63. You will have to indicate a starting number and numbers to be added or subtracted at each arrow of the path.

The circular paths involve both addition and subtraction, and provide self-checking exercises because the number that begins the path also ends the path. This is ensured when the total of the numbers added equals the total of the numbers subtracted. For a starting number of 4, for example, the sequence $+2, -3, +5, -1, +2, -4, +1, -2$ leads back to the starting number 4 because the sum of the numbers added is 10 and the sum of the numbers subtracted is also 10. It is imperative to test each path yourself before assigning it to the children.

For the other paths, use just addition, just subtraction, or a combination of the two operations. A sequence such as $+3, -3, +8, -8$ reinforces the inverse relationship between addition and subtraction. The sequence $+2, +2, +2, +2$ can lead to a set of even numbers or a set of odd numbers depending on the number chosen to begin the path.

For a challenging problem-solving situation, ask the children to develop circular paths for other children to complete.

90 These diagrams are useful for providing practice in addition and subtraction. Addends are shown in the circles and sums are shown in the squares. Some examples are provided below. Note that more than one solution is possible in C.



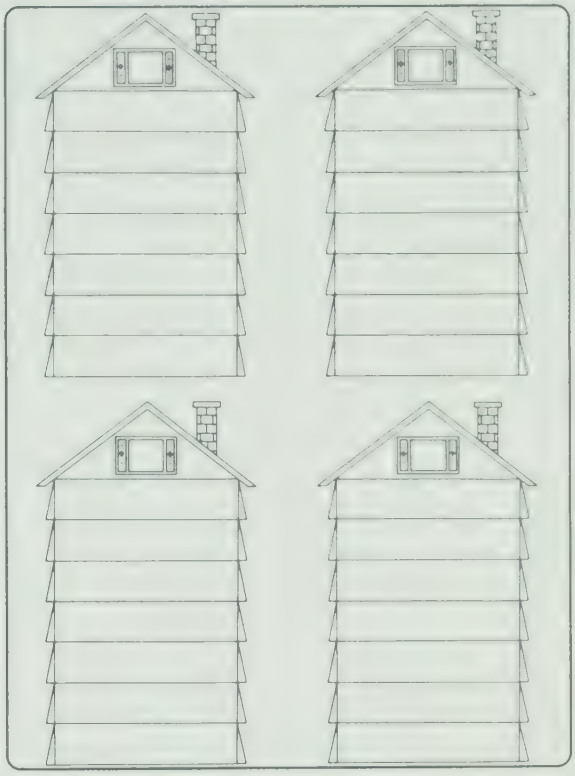
91 To reinforce place-value concepts to 99, name a number and have the children show the standard numeral in the space provided in the upper right corner of the exercise. Ask the children to color the appropriate number of tens and ones and to print the corresponding numerals below.

92 Use copies of this sheet to reinforce place value for two-digit numerals. The charts are large enough for children to draw "sticks" and dots to represent tens and ones. The standard numeral is printed in the space below each chart.

Name _____ SPM 1 Masters 85

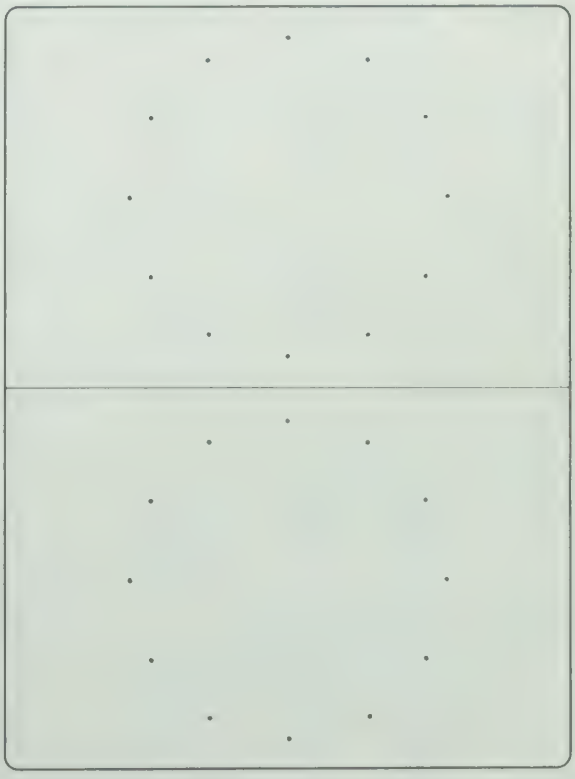
1	2	3
4	5	6
7	8	9
10	11	12
one	two	three
four	five	six
seven	eight	nine
ten	eleven	twelve

Name _____ SPM 1 Masters 86

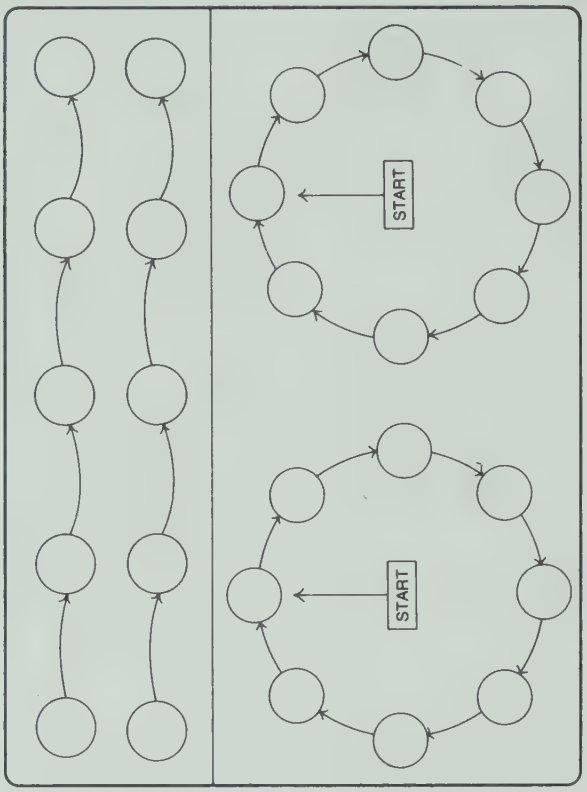


Name _____ SPM 1 Masters 87

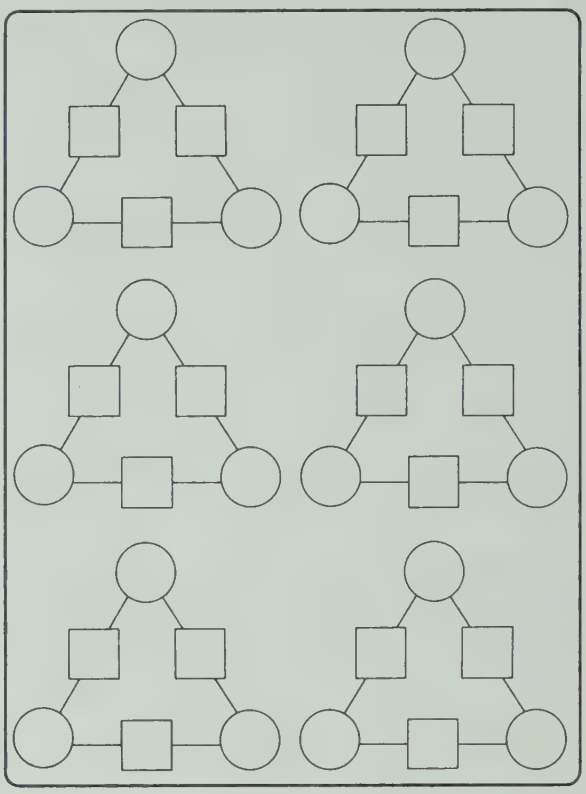
Name _____ SPM 1 Masters 88



Name _____ SPM 1 Masters 89



Name _____ SPM 1 Masters 90



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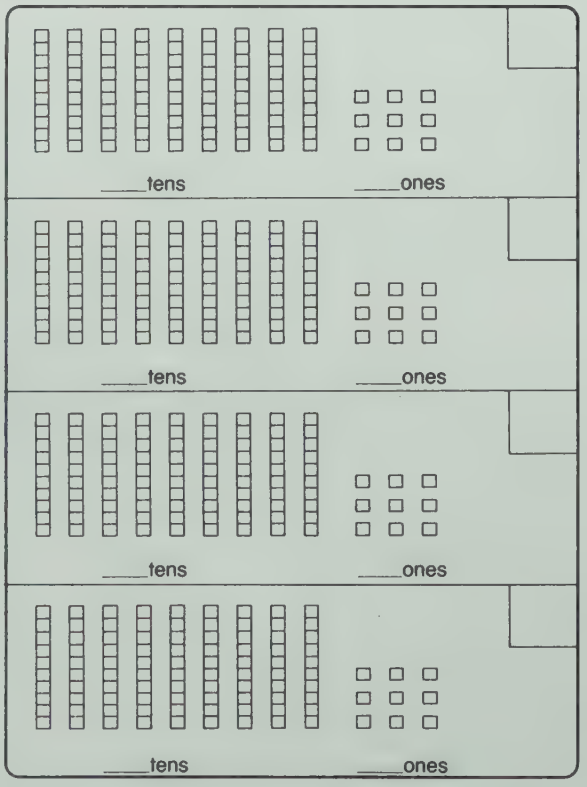
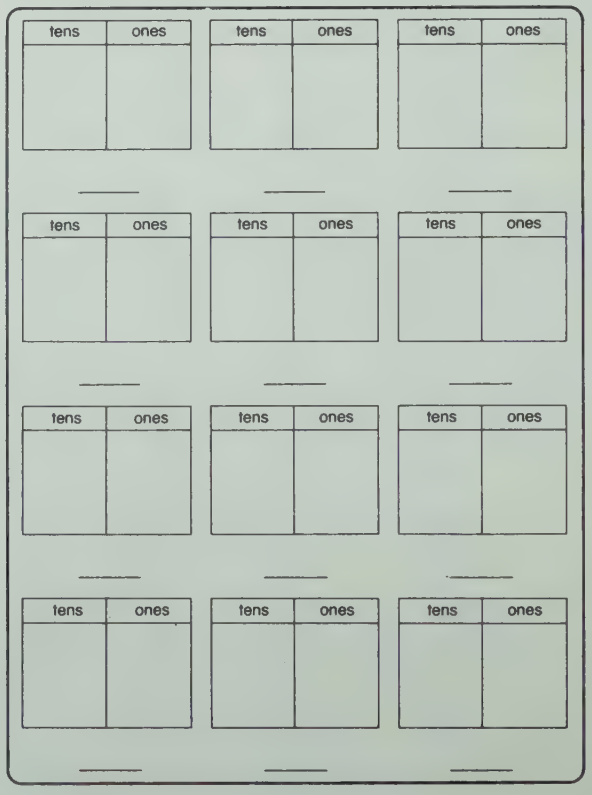


Name _____ SPM 1 Masters 92



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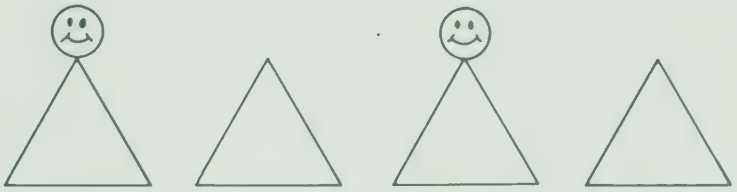
Name _____

Complete.

_____ _____



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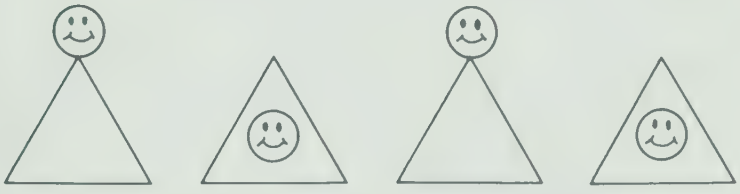

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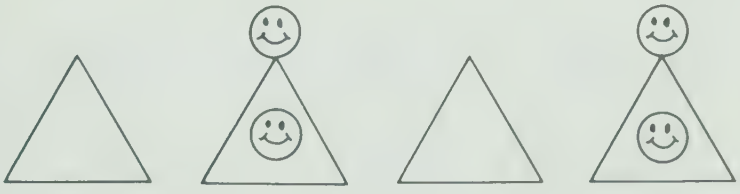

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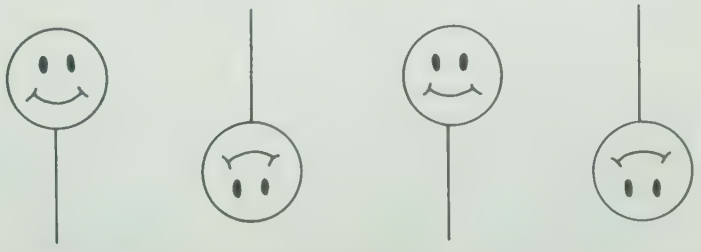

_____ _____

Draw.

Name _____

Color.

2

4

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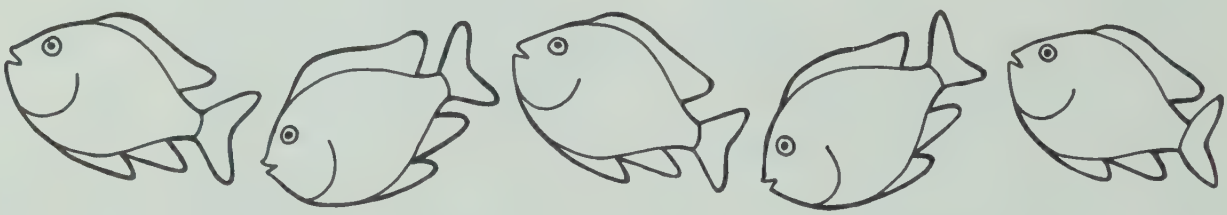

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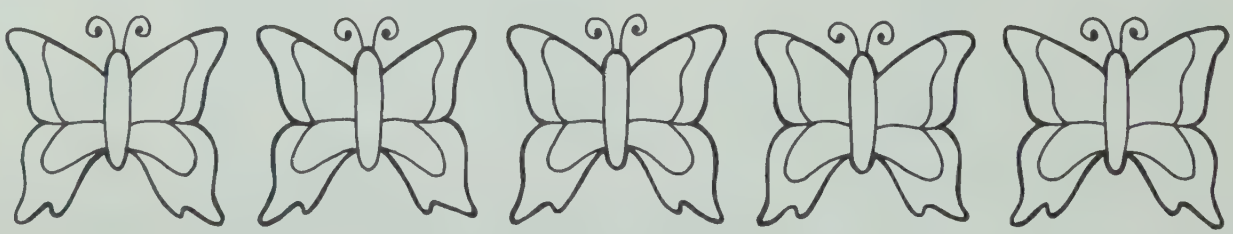

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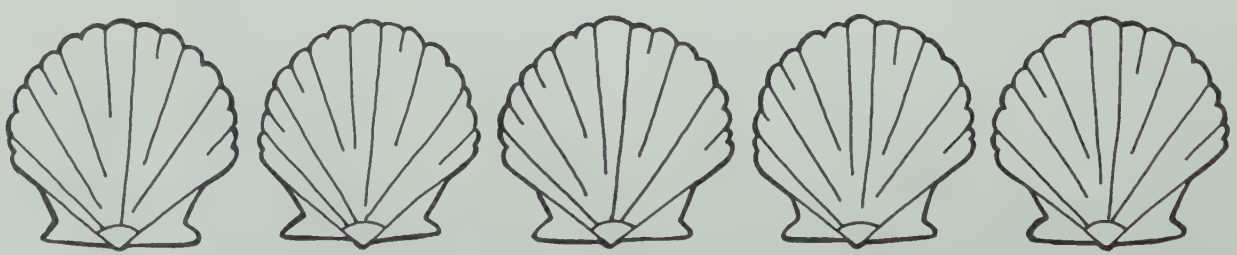

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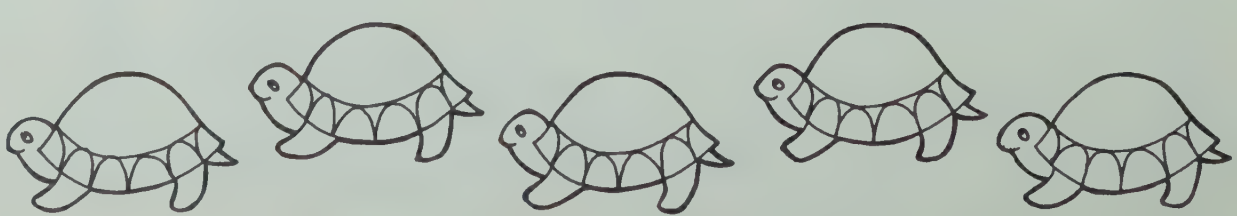
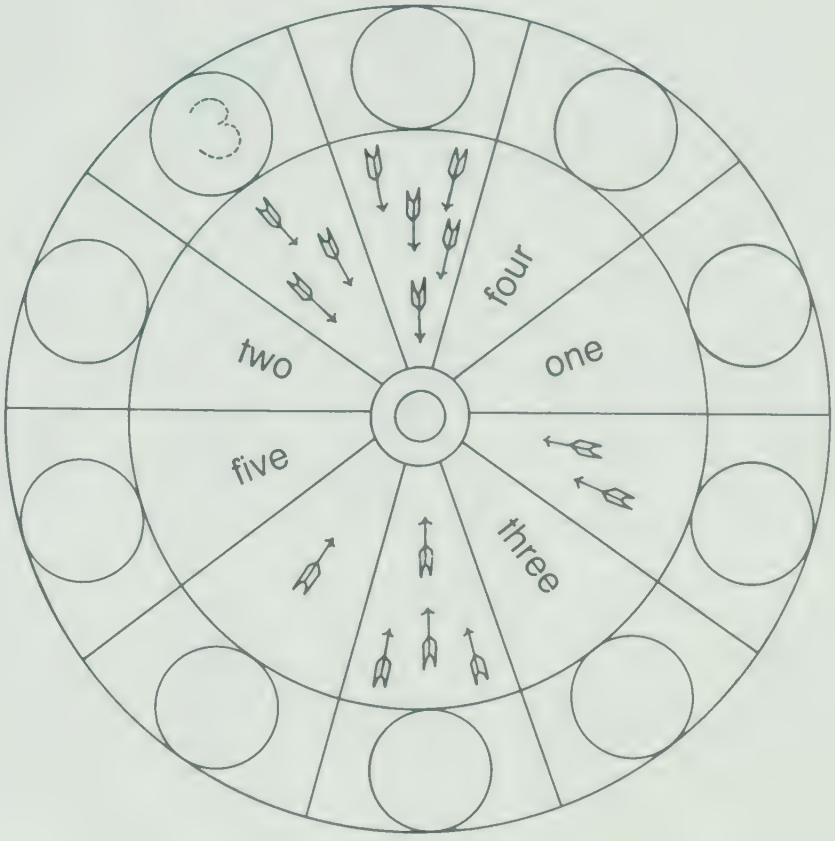


Name _____

How many?



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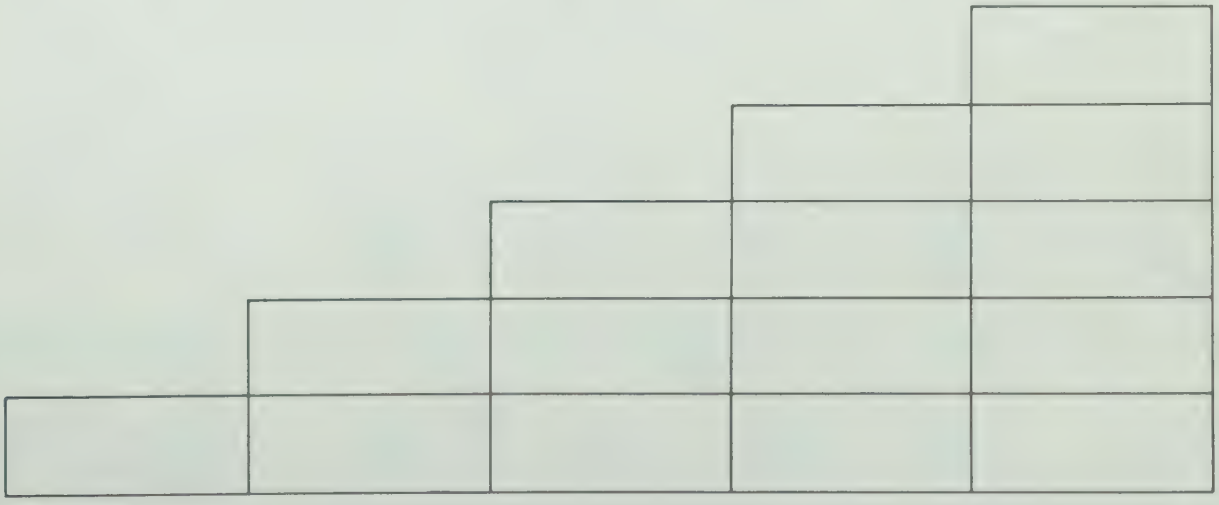

_____ _____ _____ _____ _____

Name _____

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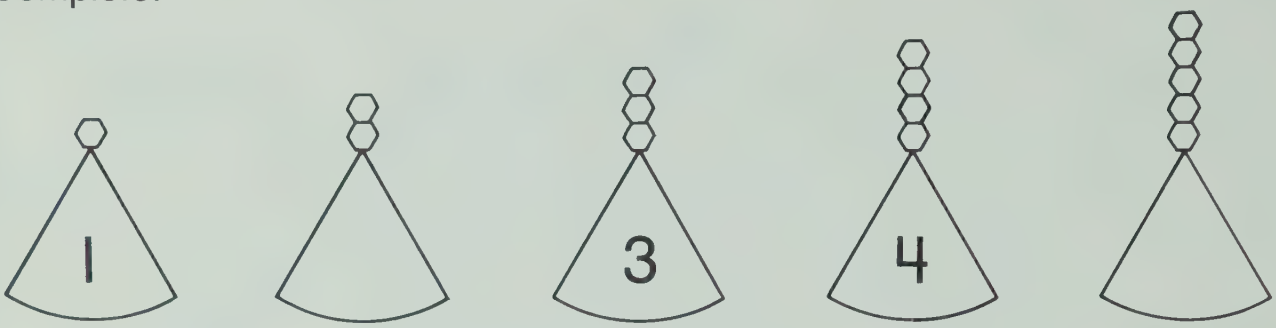
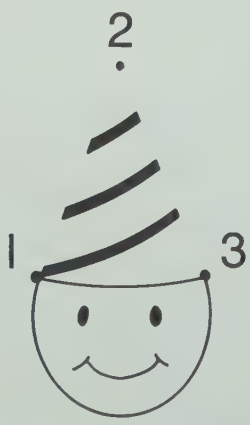
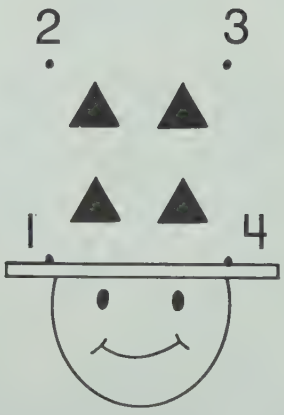
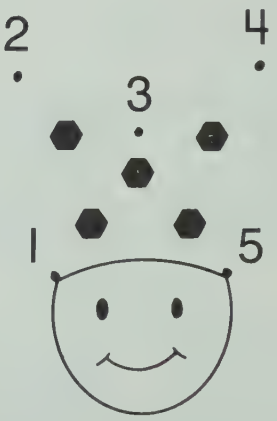








Draw.

1	2	3	4	5
◌				

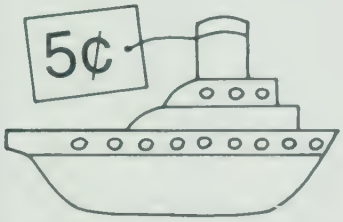
Mark.

3¢

1 CENT
1981
CANADA

1¢

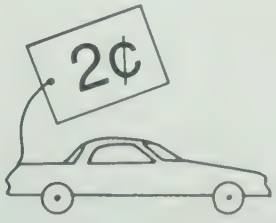
1 CENT
1981
CANADA


5¢

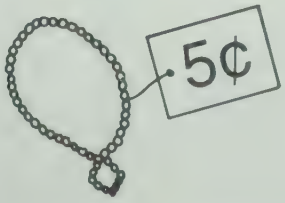
1 CENT
1981
CANADA

4¢

1 CENT
1981
CANADA


2¢

1 CENT
1981
CANADA

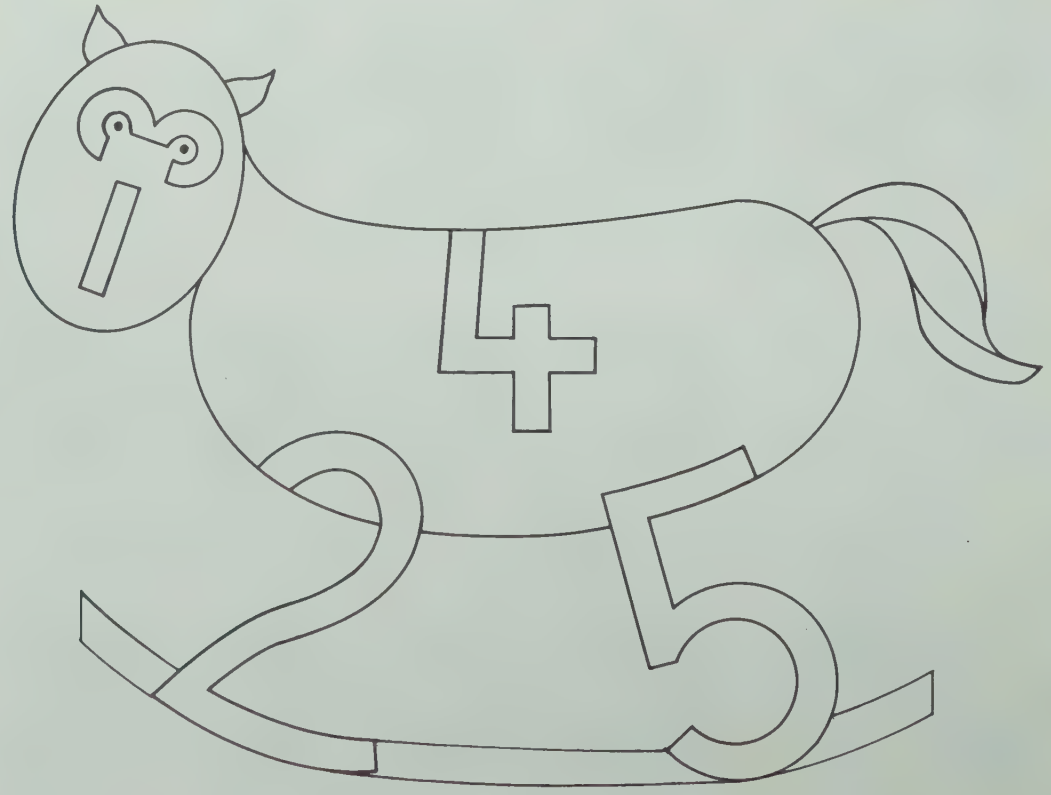

5¢

1 CENT
1981
CANADA

Print.

1									
2									
3									
4									
5									

Color.



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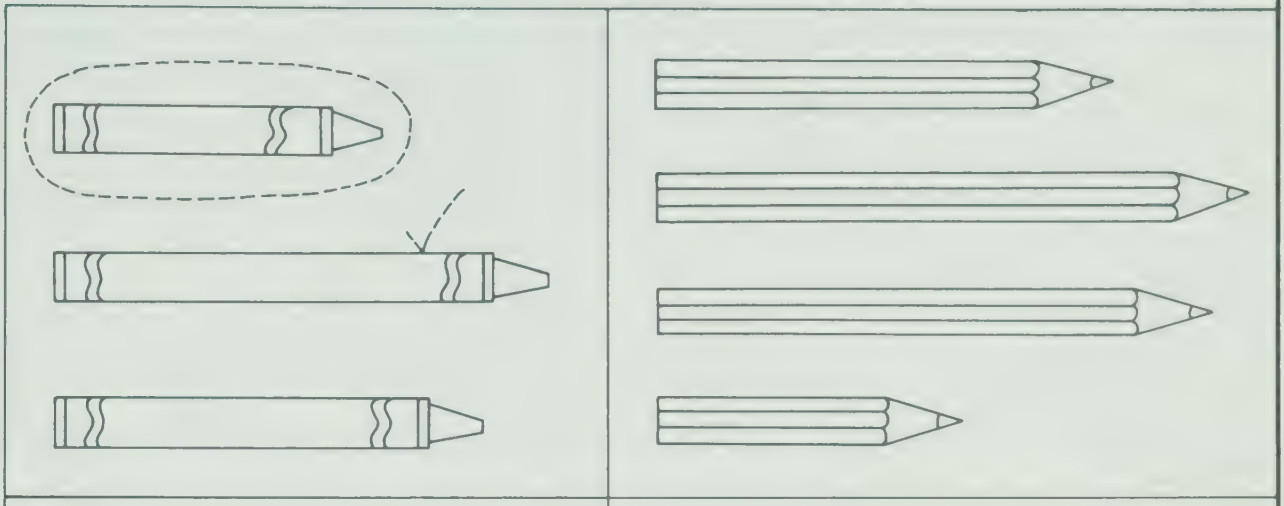
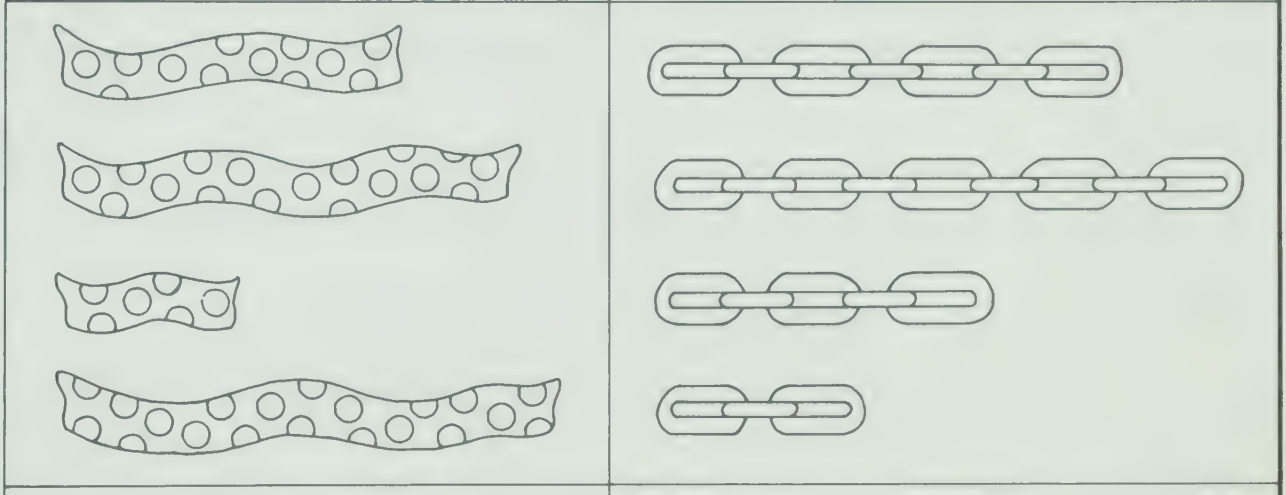
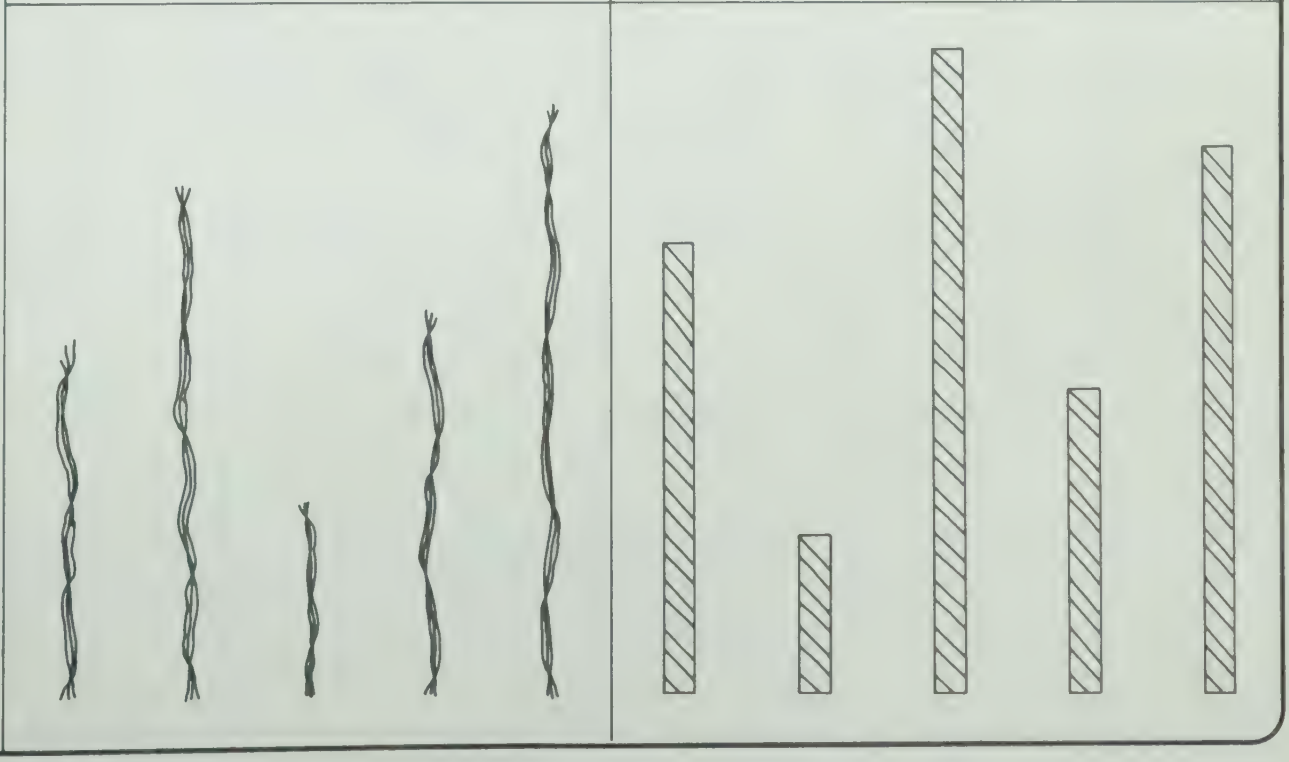






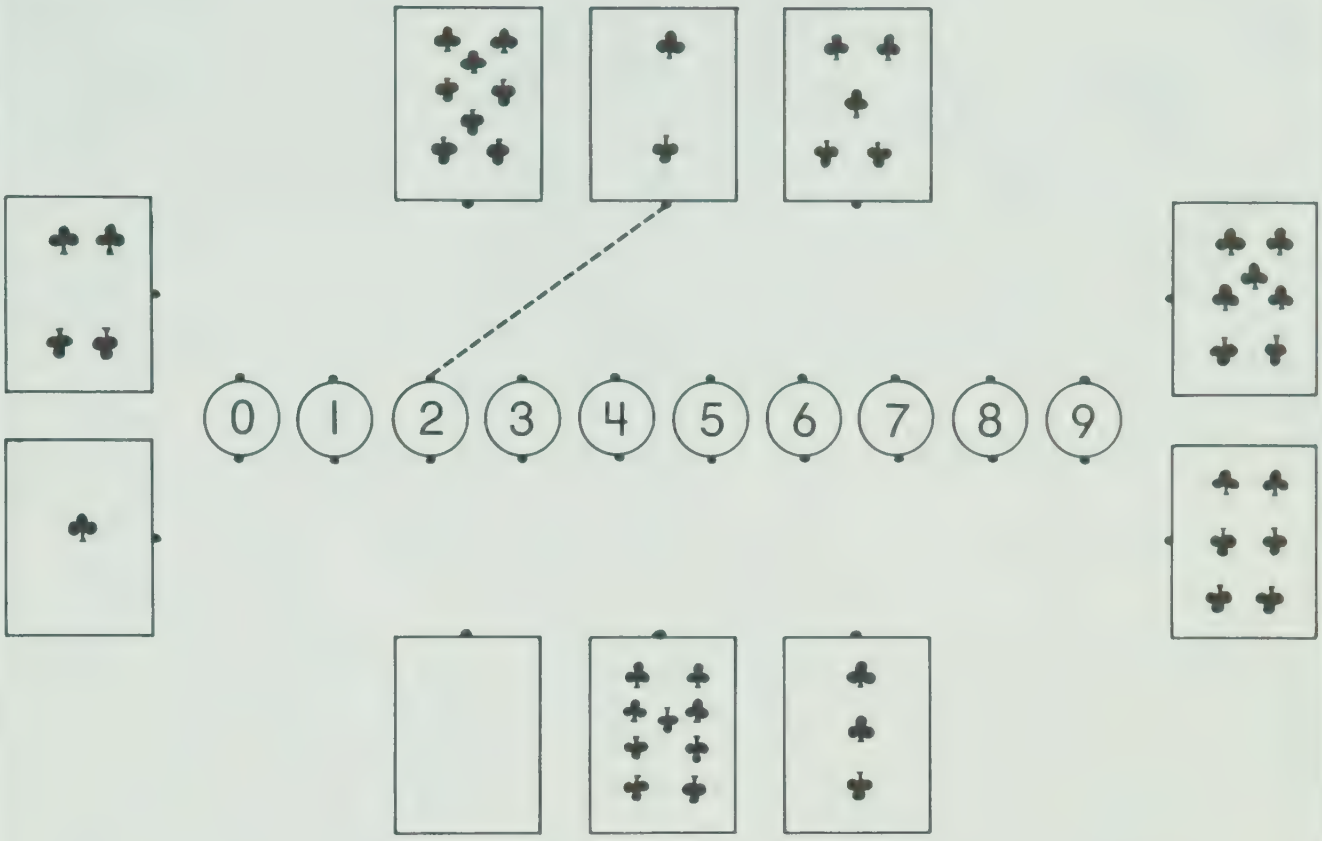
Ring the shortest. Use a √ to mark the longest.

Name _____

Complete.

three		3	3	3	3
seven					
one					
four					
zero					
eight					
two					
nine					
five					
six					

Match.



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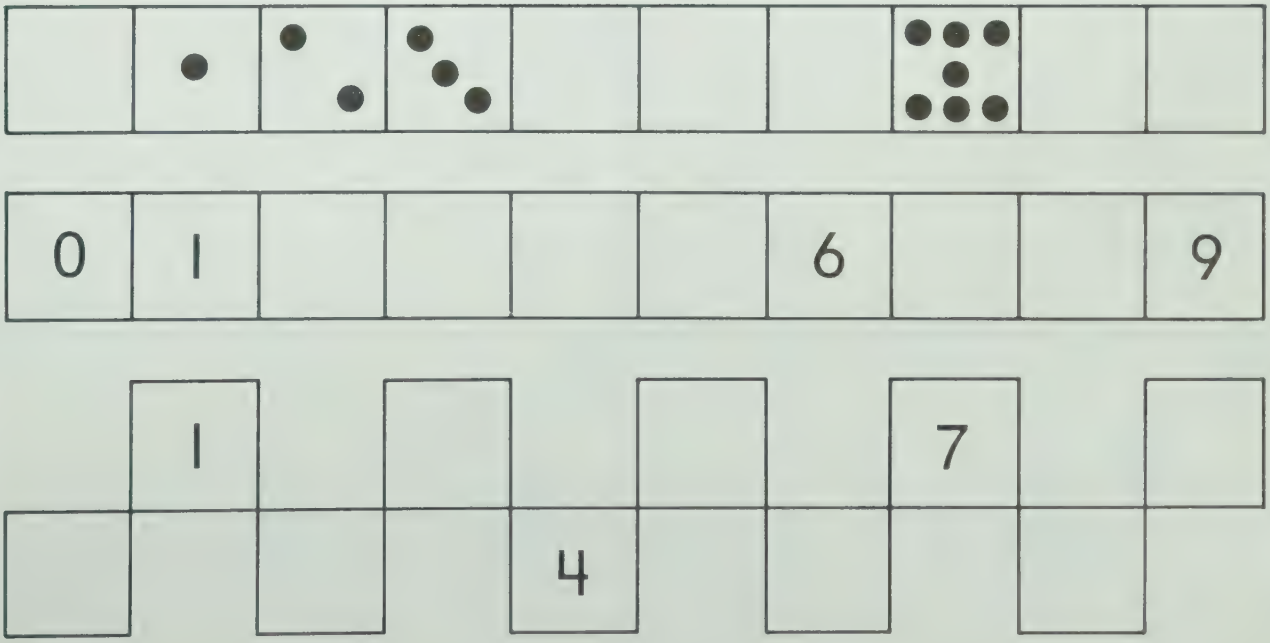


Make sets.

4

7

6

9

5

3

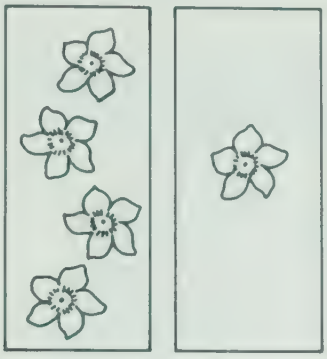
8

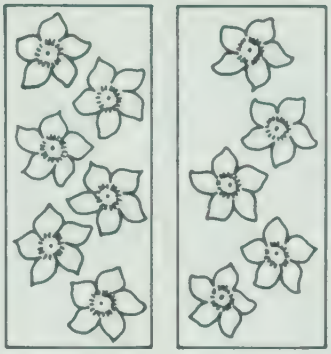
2

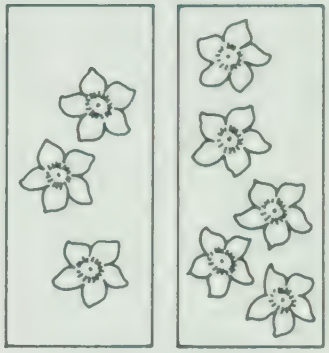
9

7

How many?



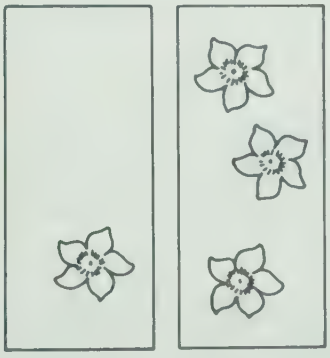


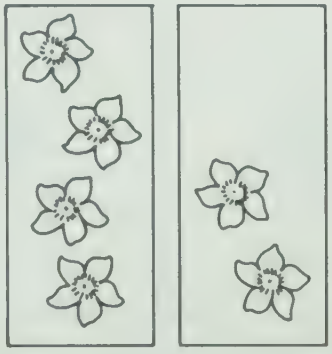


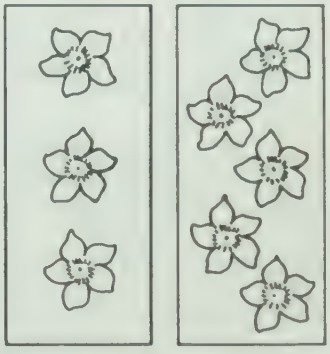
4 1 7 4

3 8 1 0

How many?





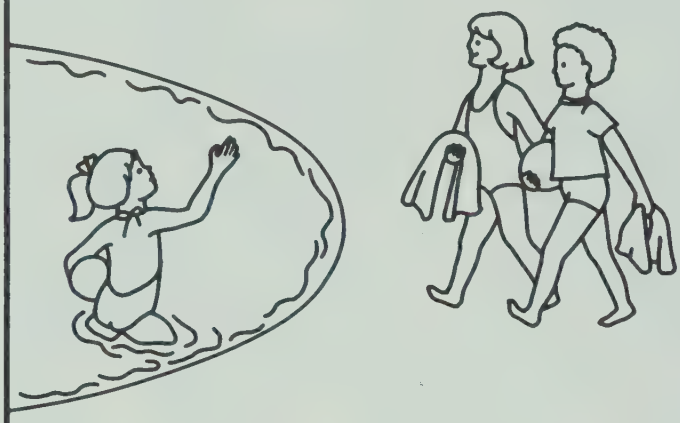


4 3 8 5

0 3 6 9

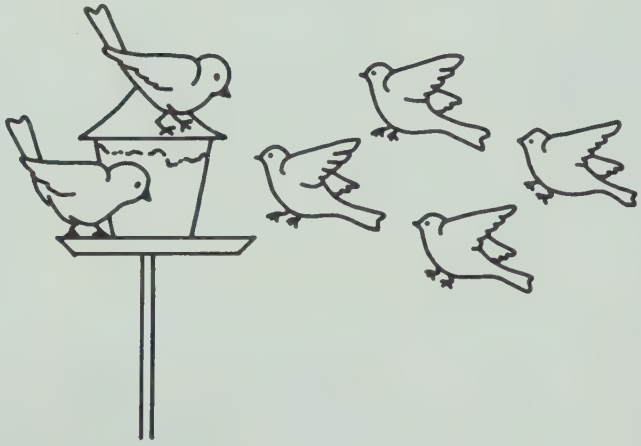
Name _____

Complete.



1 + 2 = 3

_____ + _____ = _____



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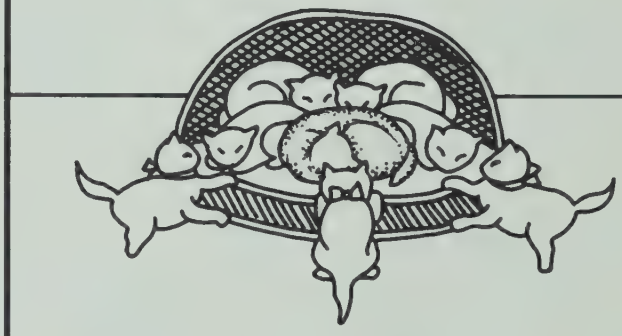

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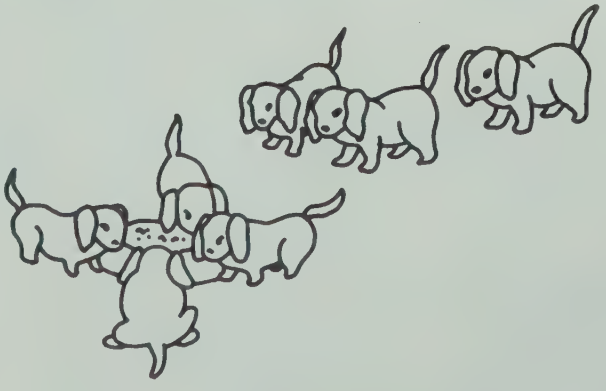

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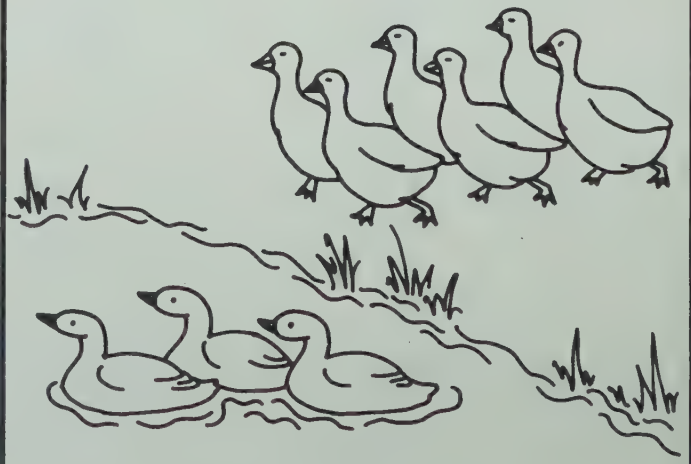
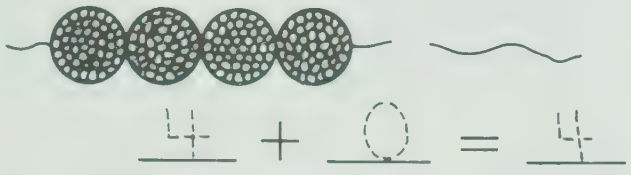


_____ + _____ = _____

Name _____

Complete.



4 + 0 = 4

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

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___ + ___ = ___

___ + ___ = ___

___ + ___ = ___

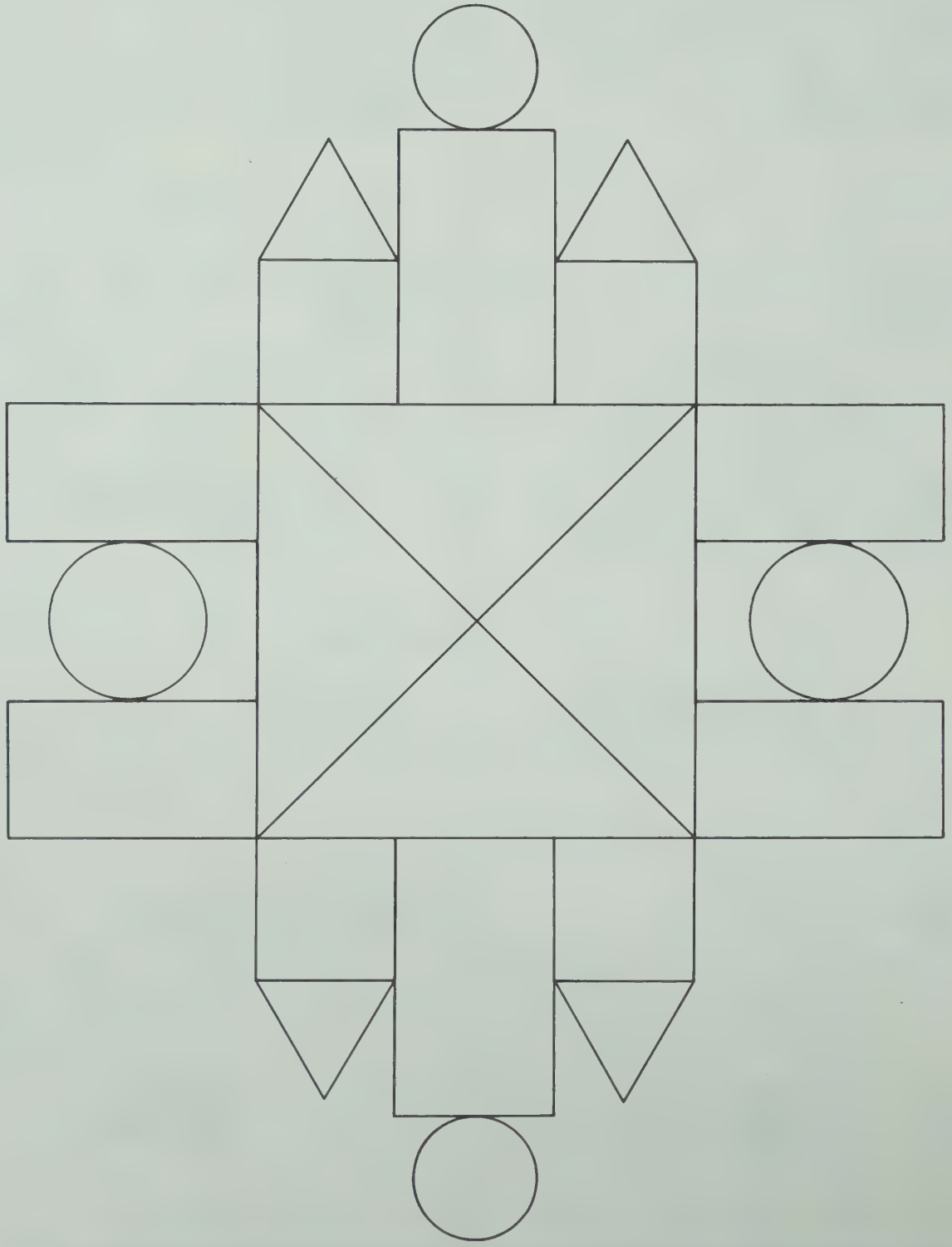
Color.

red

green

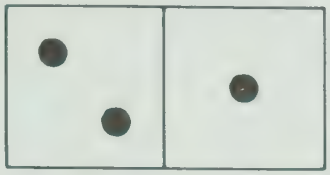
blue

yellow

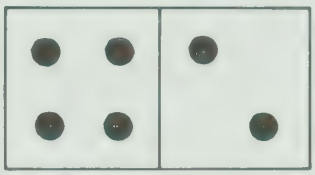


Name _____

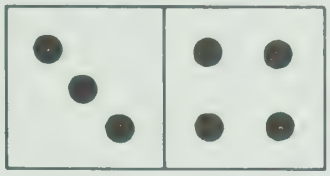
Complete.



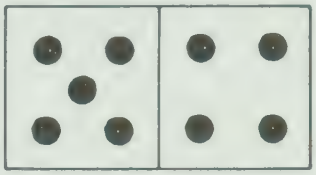
2 + 1 = 3



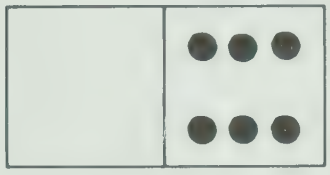
___ + ___ = ___



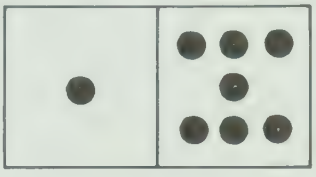
___ + ___ = ___



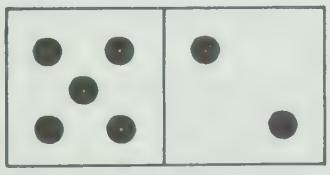
___ + ___ = ___



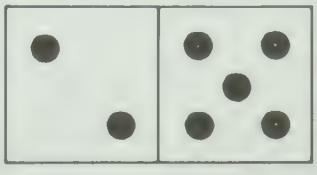
___ + ___ = ___



___ + ___ = ___



___ + ___ = ___



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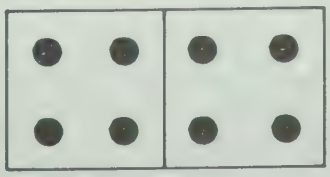
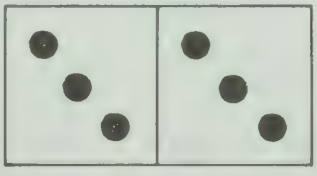
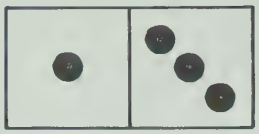


___ + ___ = ___

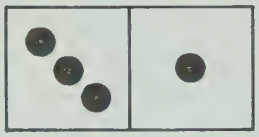


___ + ___ = ___

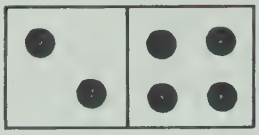
Complete.



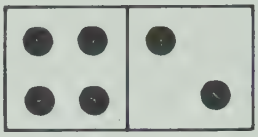
1 + 3 = ___



3 + 1 = ___



2 + 4 = ___



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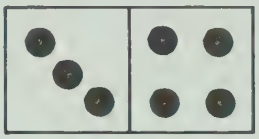
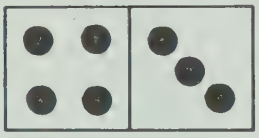
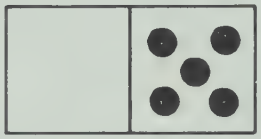


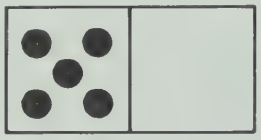
___ + ___ = ___



___ + ___ = ___

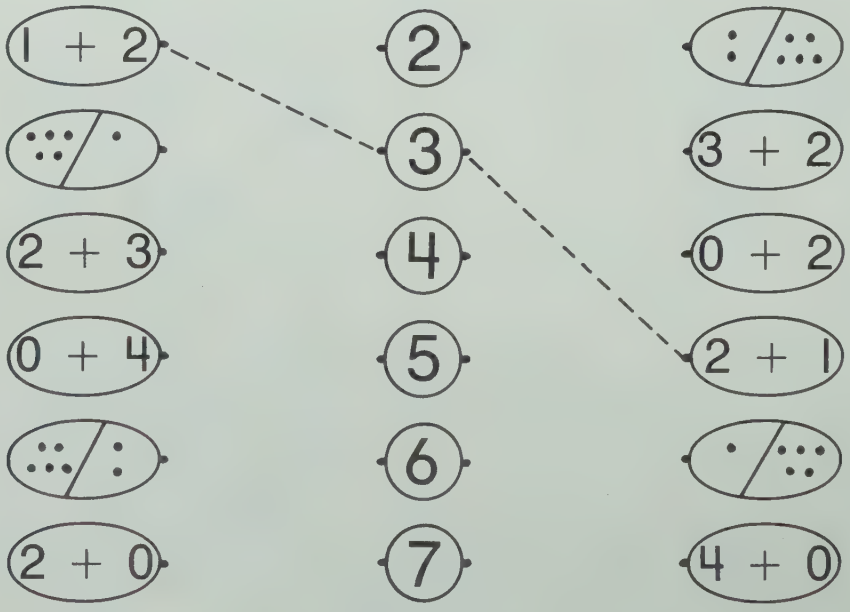


___ + ___ = ___

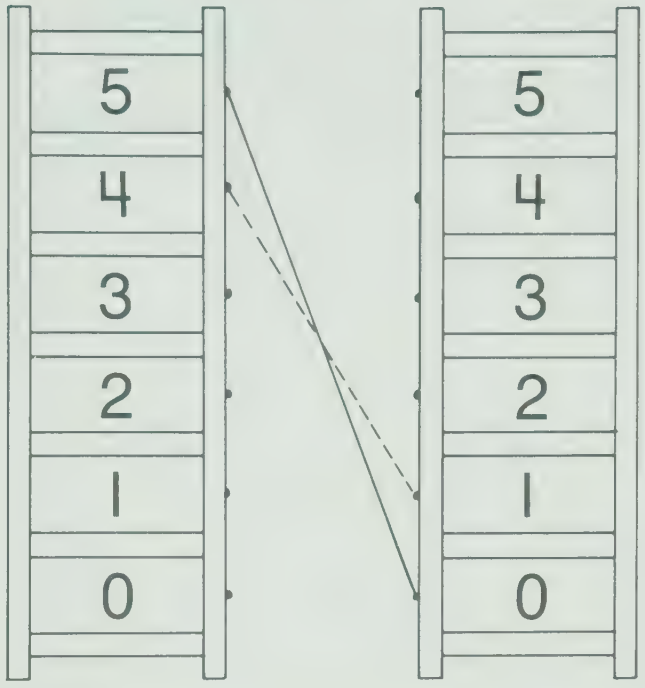


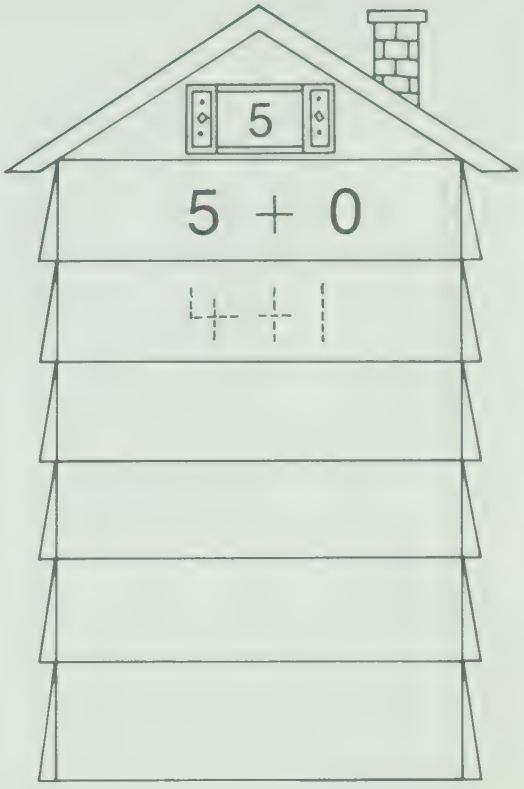
___ + ___ = ___

Match.

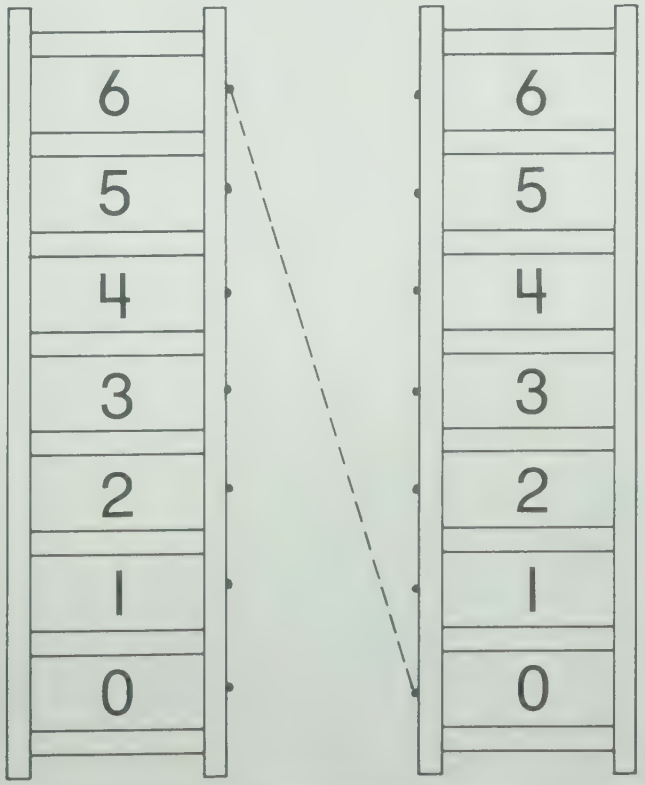


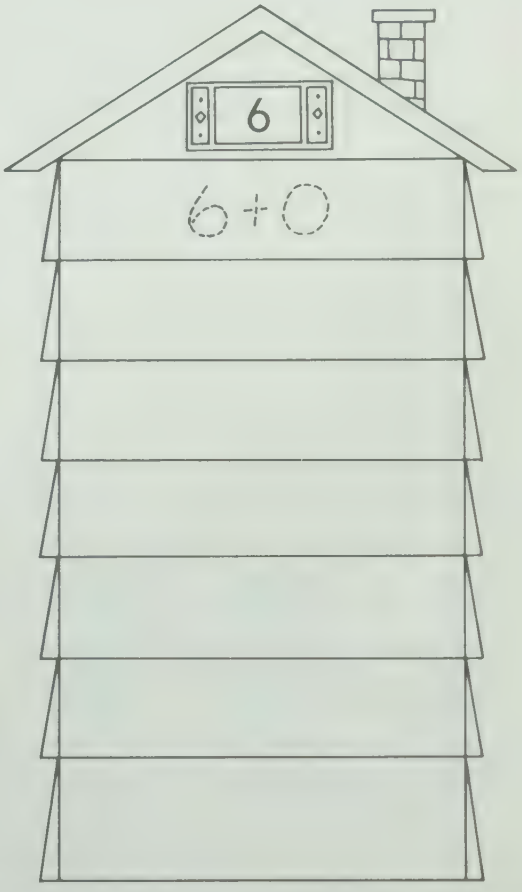
Complete. Show names for five.





Show names for six.

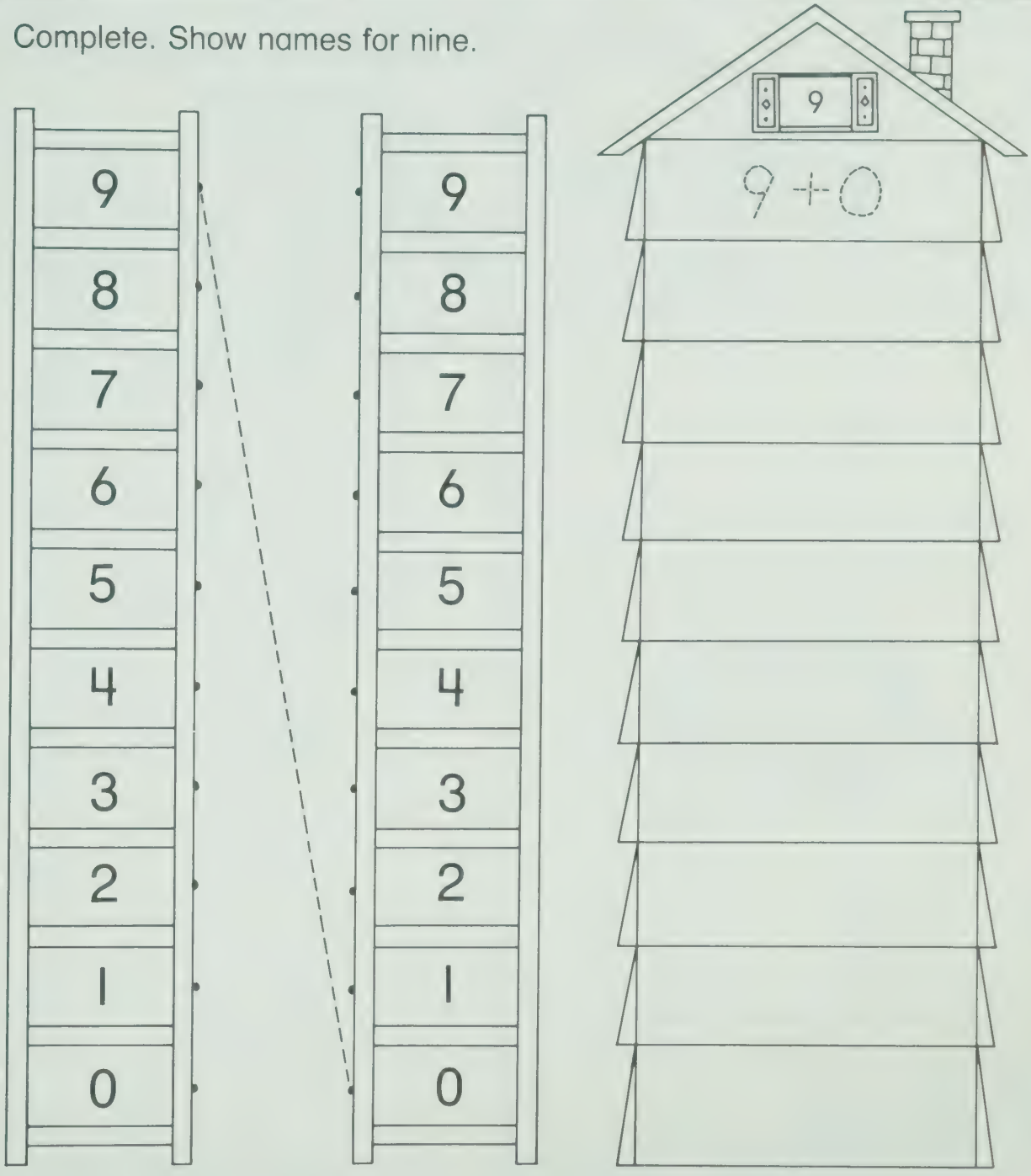




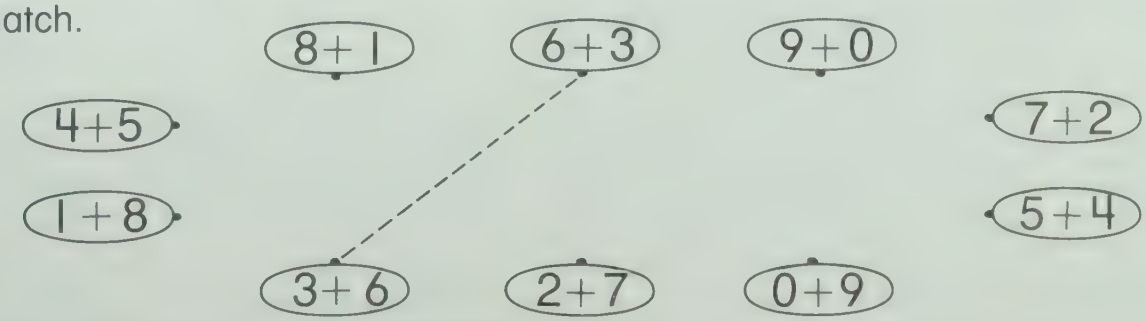
Cut and paste.

7 + 0	8 + 0	5 + 2	7 + 1	6 + 1	
3 + 5	3 + 4	6 + 2	4 + 4	0 + 8	0 + 7
2 + 6	4 + 3	1 + 6	1 + 7	5 + 3	2 + 5

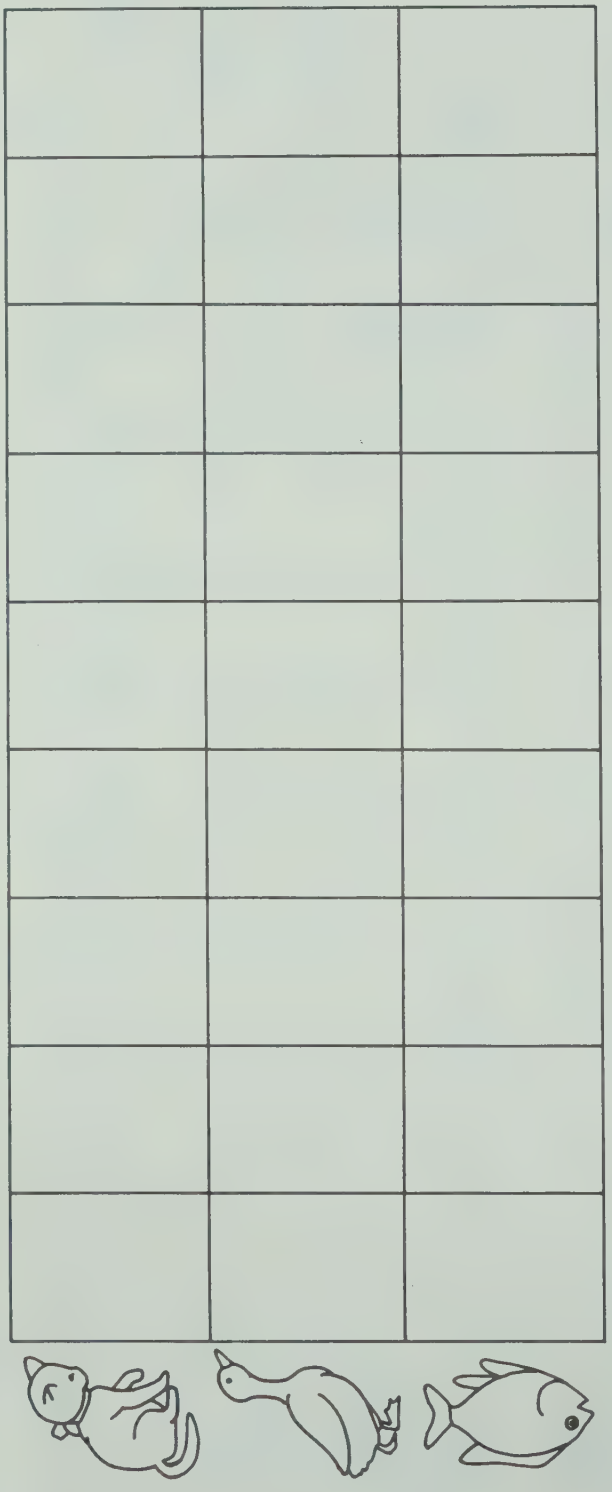
Complete. Show names for nine.



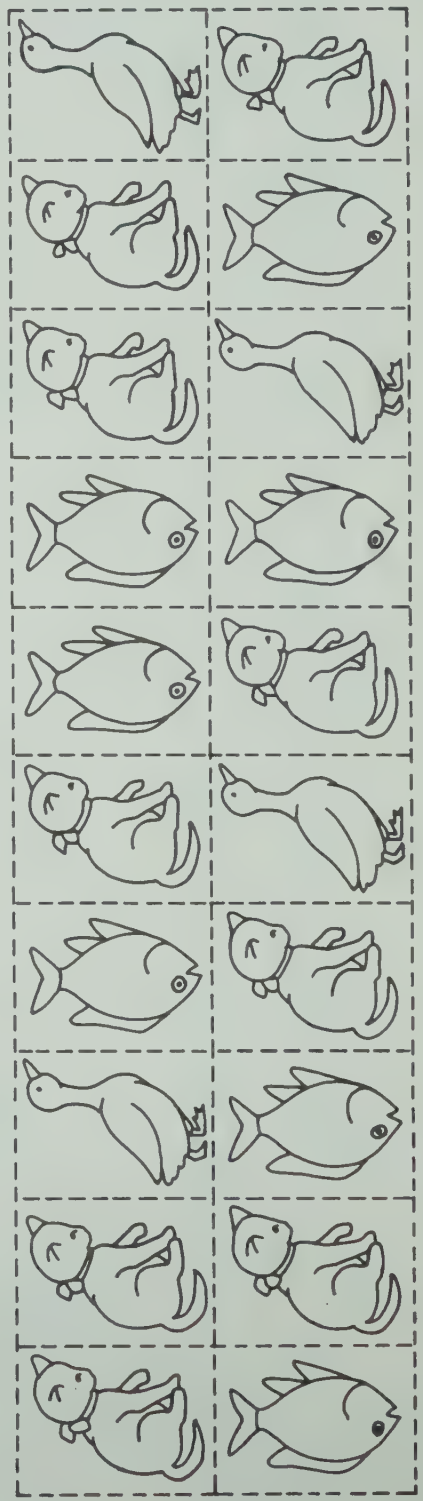
Match.



How many?

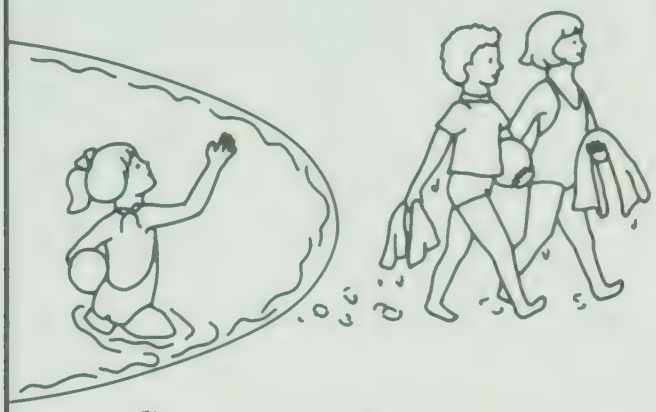


Cut and paste.



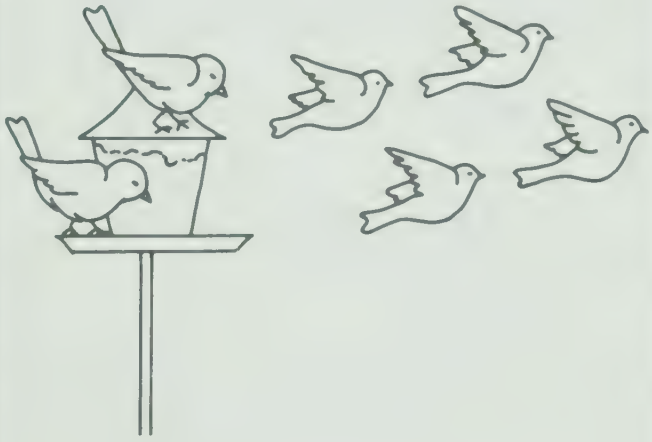
Name _____

Complete.

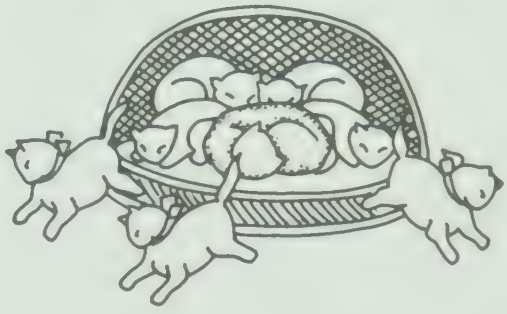


3 – 2 = 1

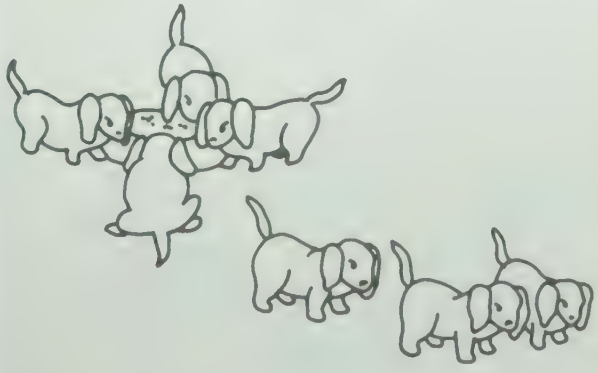
_____ – _____ = _____



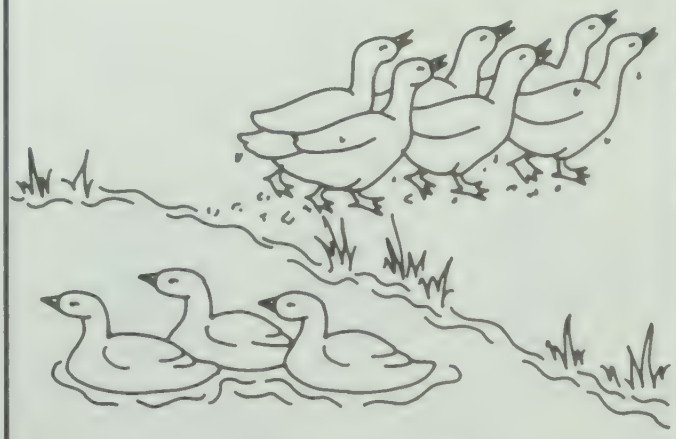
_____ – _____ = _____



_____ – _____ = _____



_____ – _____ = _____



_____ – _____ = _____

Complete.

4 − ○ = 4

___ − ___ = ___

___ − ___ = ___

___ − ___ = ___

___ − ___ = ___

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Name _____

How much?

_____ ¢

_____ ¢

_____ ¢

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_____ ¢

_____ ¢

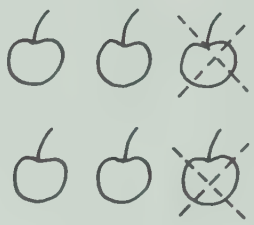
_____ ¢

Complete.

1

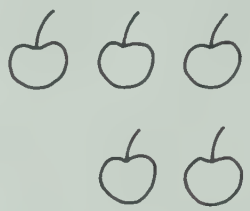
4 - 1 = 3

2



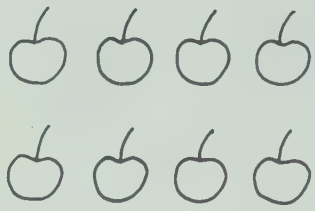
6 - 2 = 4

4



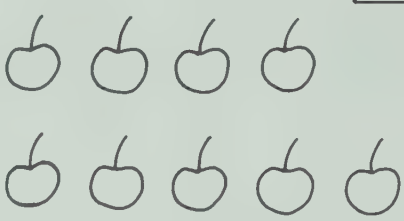
_____

5



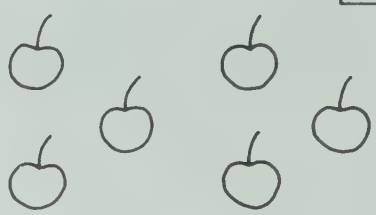
_____

4



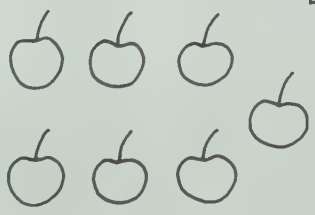
_____

3



_____

3

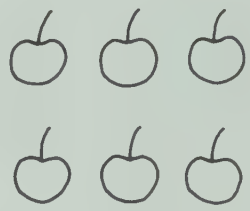


_____

2

_____

4



_____

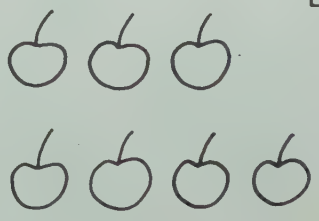
1

_____

3

_____

2



_____

Name _____

Complete.

$5 - 0 = \_\_\_\_$

$5 - 1 = \_\_\_\_$

$5 - 2 = \_\_\_\_$

$5 - 3 = \_\_\_\_$

$5 - 4 = \_\_\_\_$

$5 - 5 = \_\_\_\_$

$6 - 0 = \_\_\_\_$

$6 - 1 = \_\_\_\_$

$6 - 2 = \_\_\_\_$

$6 - 3 = \_\_\_\_$

$6 - 4 = \_\_\_\_$

$6 - 5 = \_\_\_\_$

$6 - 6 = \_\_\_\_$

Match.

5 − 3	0	6 − 2
5 − 5	1	6 − 6
6 − 5	2	5 − 2
5 − 1	3	6 − 1
5 − 0	4	5 − 4
6 − 3	5	6 − 4

Name _____

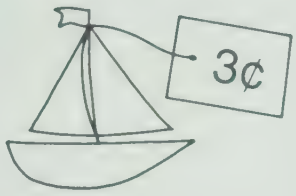
Complete.

7 − 0 = ____	8 − 0 = ____	9 − 0 = ____
7 − 1 = ____	8 − 1 = ____	9 − 1 = ____
7 − 2 = ____	8 − 2 = ____	9 − 2 = ____
7 − 3 = ____	8 − 3 = ____	9 − 3 = ____
7 − 4 = ____	8 − 4 = ____	9 − 4 = ____
7 − 5 = ____	8 − 5 = ____	9 − 5 = ____
7 − 6 = ____	8 − 6 = ____	9 − 6 = ____
7 − 7 = ____	8 − 7 = ____	9 − 7 = ____
	8 − 8 = ____	9 − 8 = ____
		9 − 9 = ____

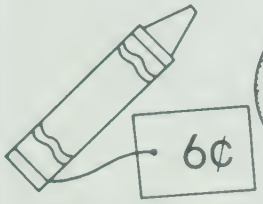
Match.

7 − 2	2	9 − 6
7 − 5	3	9 − 3
8 − 2	4	8 − 6
8 − 5	5	7 − 0
9 − 5	6	7 − 3
9 − 2	7	8 − 3

Buy. How much is left?

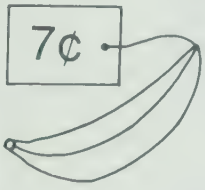


____ ¢ left



____ ¢ left

____ ¢ left



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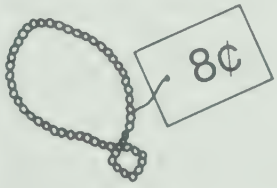

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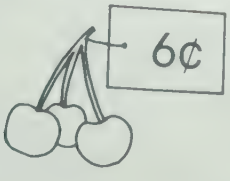

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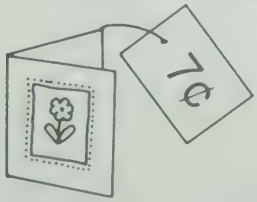
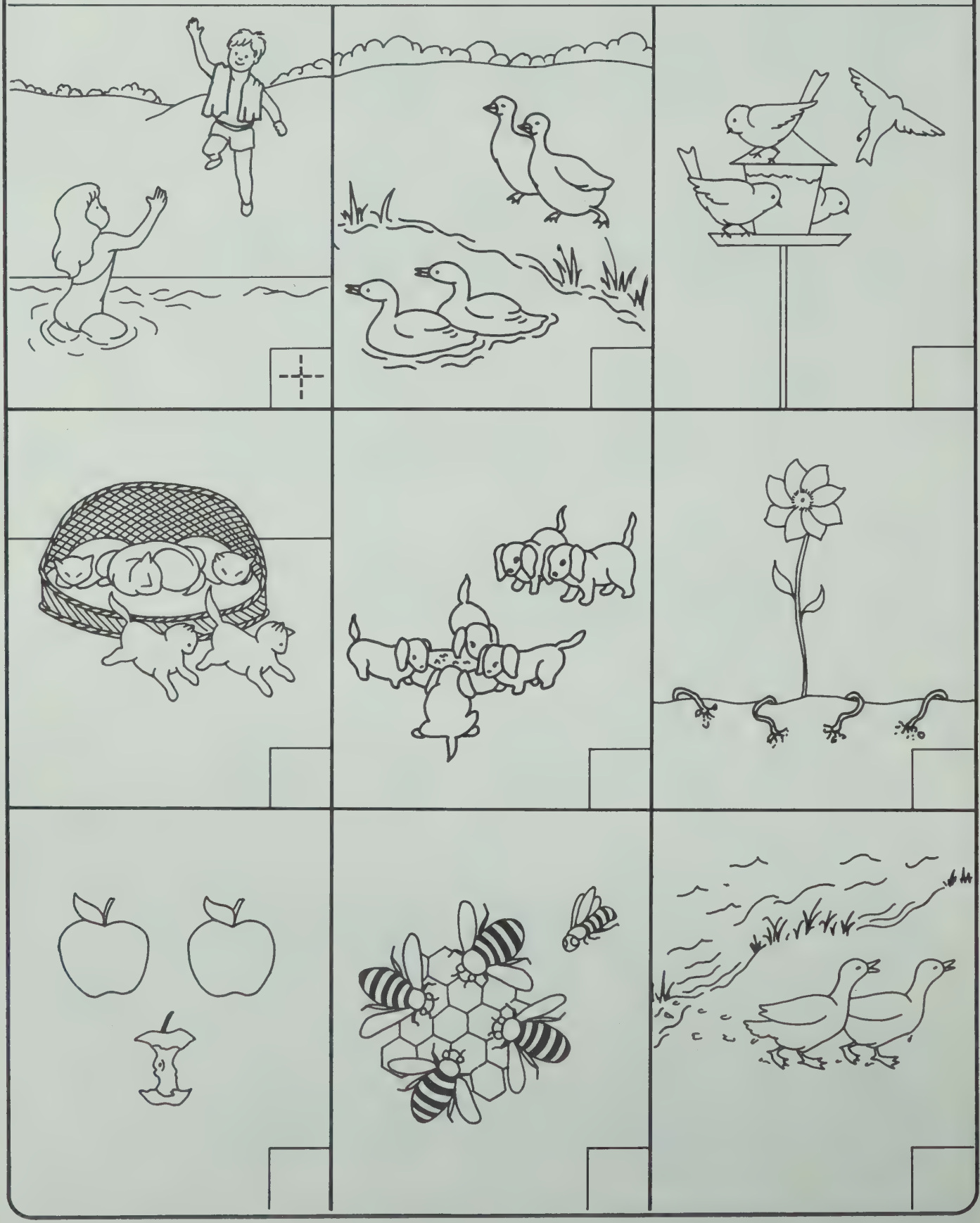


____ ¢ left

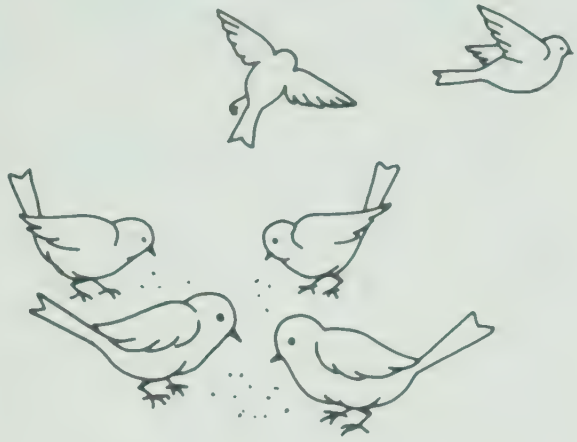
Name _____

Print + or − .

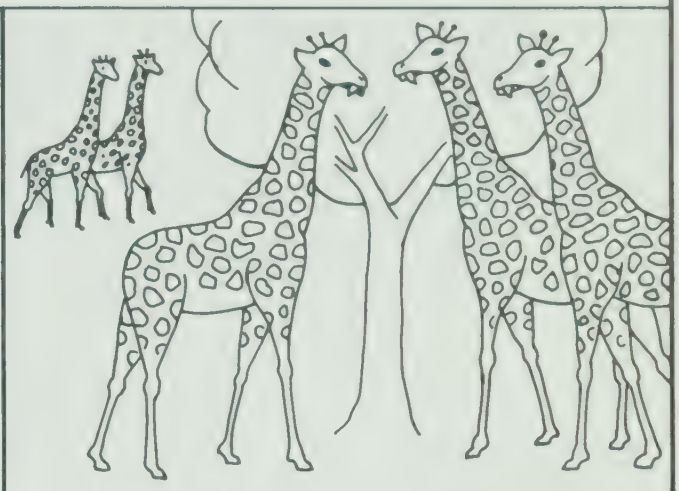


Name _____

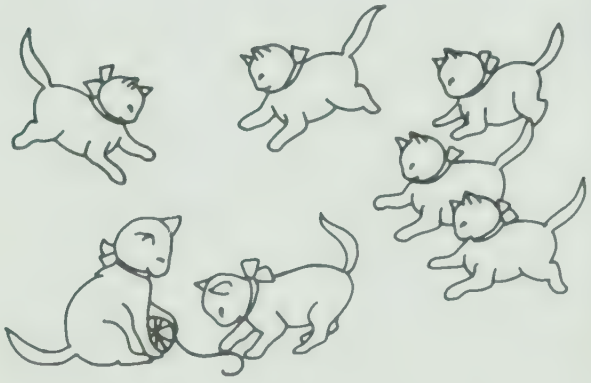
Ring.



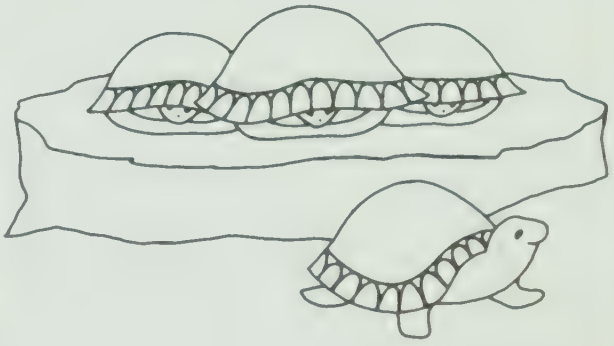
6 − 2 4 + 2 4 − 2



3 − 2 3 + 2 4 + 2

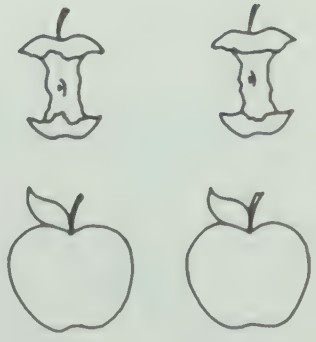


3 + 4 1 + 6 2 + 5



3 + 1 3 − 1 4 − 1

3 + 1 2 + 1 2 − 1



4 − 2 4 + 2 2 − 2

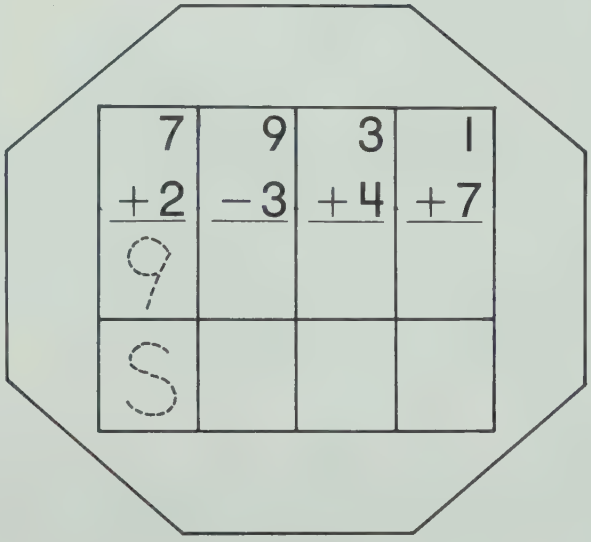
Name _____

Complete.

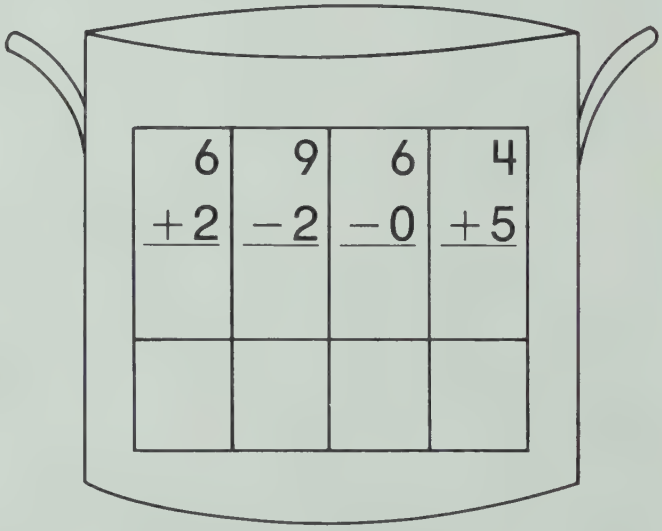
3	6	4	7	5	8
+3	−4	+4	−2	−1	+0
3	4	9	3	8	8
−3	+3	−5	+2	−5	−6

Here is a code.
Add or subtract to find
the hidden words.

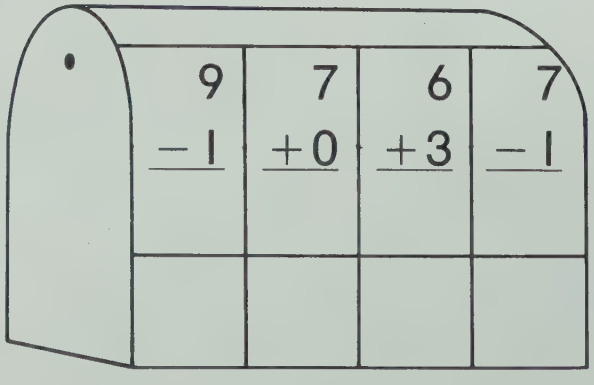
6	7	8	9
T	O	P	S



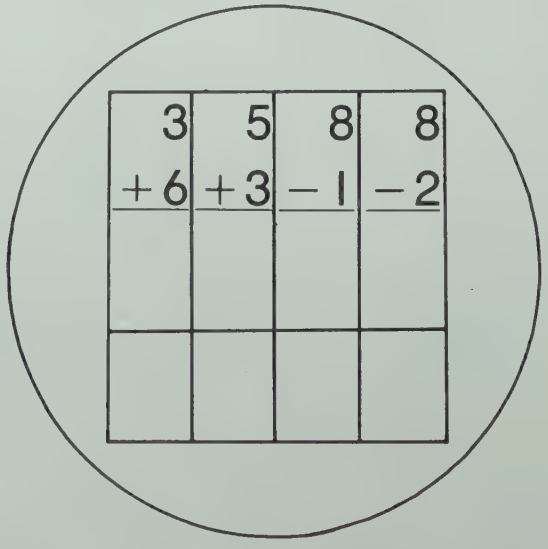
7	9	3	1
+2	−3	+4	+7
9			
S			



6	9	6	4
+2	−2	−0	+5	



9	7	6	7
−1	+0	+3	−1



3	5	8	8
+6	+3	−1	−2

Complete.

What number comes before?

___ 4	___ 6
___ 1	___ 10
___ 8	___ 7

What number comes after?

3 ___	0 ___
6 ___	4 ___
9 ___	7 ___

What number comes between?

0 ___ 2	
4 ___ 6	
8 ___ 10	
3 ___ 5	

What number comes before and what number comes after?

___ 3 ___	
___ 9 ___	
___ 6 ___	
___ 2 ___	

4	6	3	3	5	4
+6	+4	+3	+4	+5	+5

4	5	2	8	7	3
+4	+4	+8	+2	+3	+7

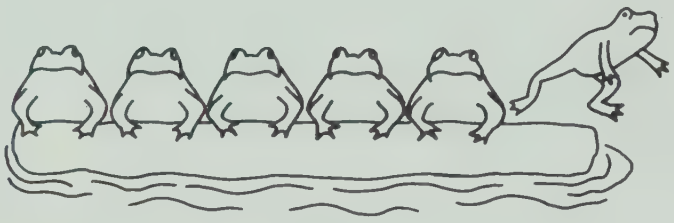
Match.

four one two ten eight

1 2 3 4 5 6 7 8 9 10

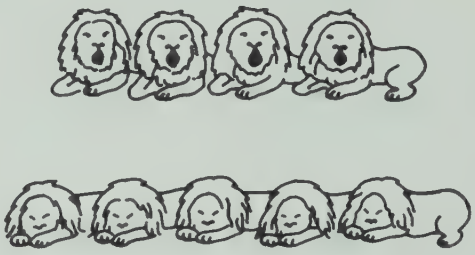
three five nine six seven

Complete.



Six wet bullfrogs
Learning how to dive
One jumped away
And then there were _____.

_____

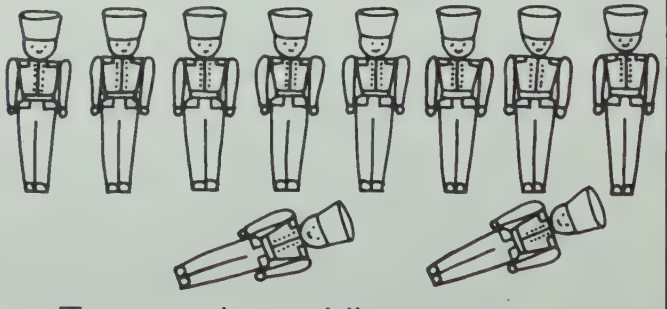


Nine noisy lions
Learning how to roar
Five went to bed
And then there were _____.

_____

Seven birthday candles
Shining bright for me
I blew out four candles
And then there were _____.

_____

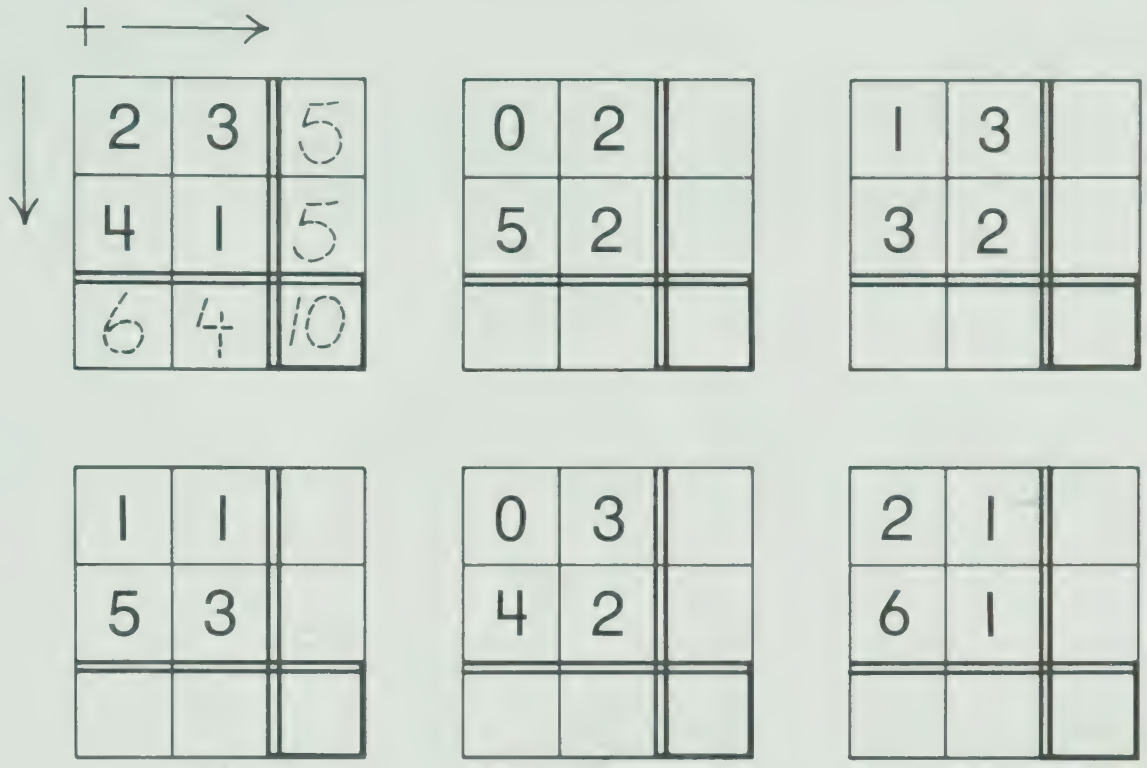


Ten wooden soldiers
Standing very straight
Two fell over
And then there were _____.

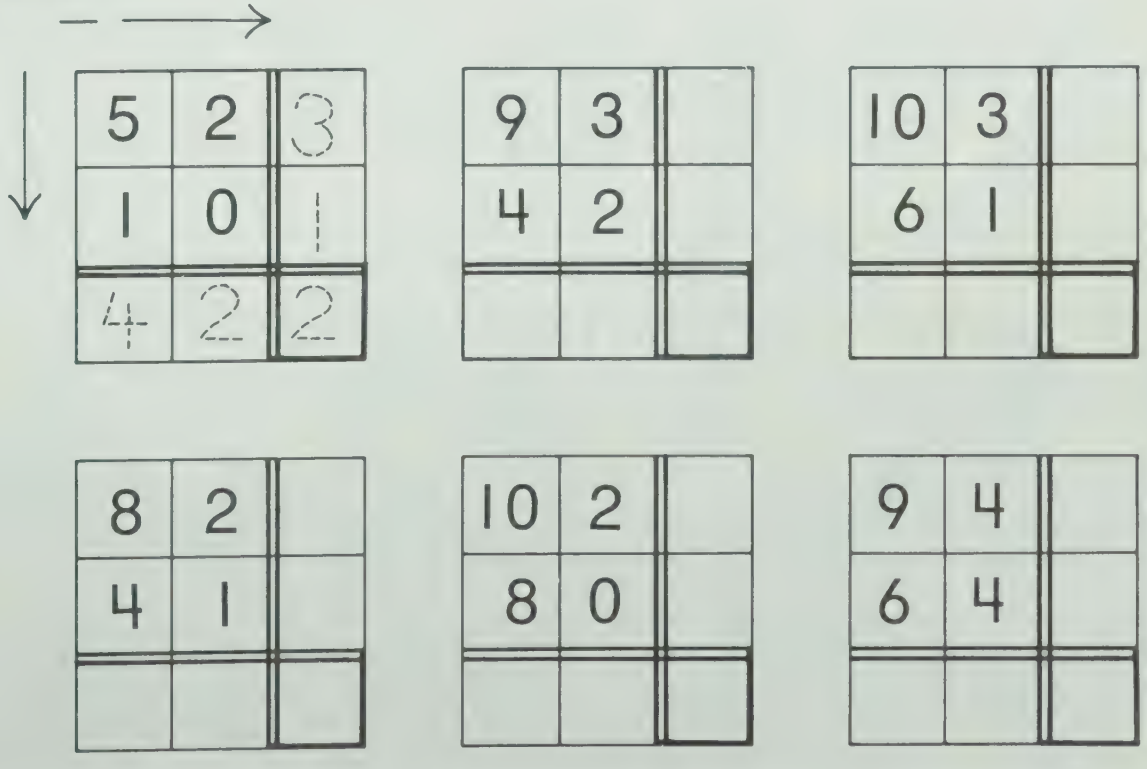
_____

Name _____

Add.

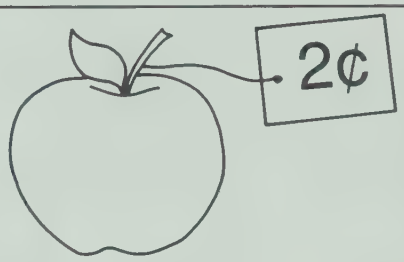
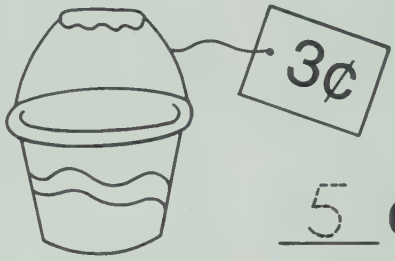
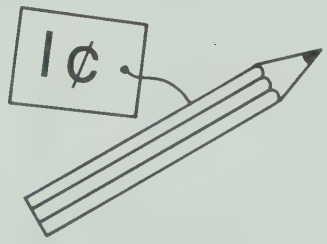
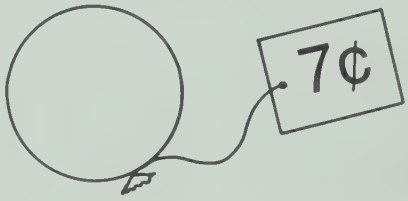
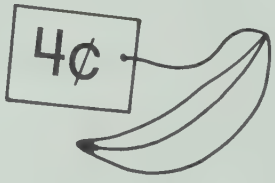
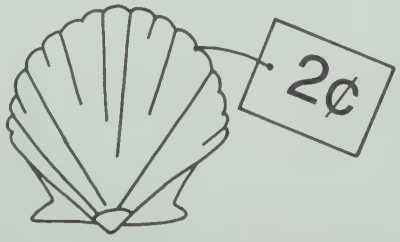
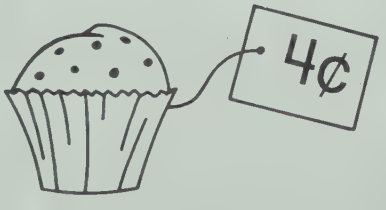
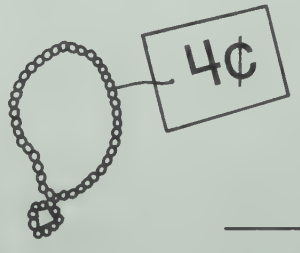
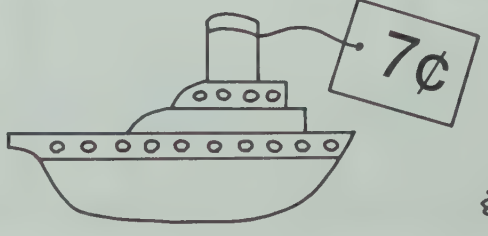


Subtract.

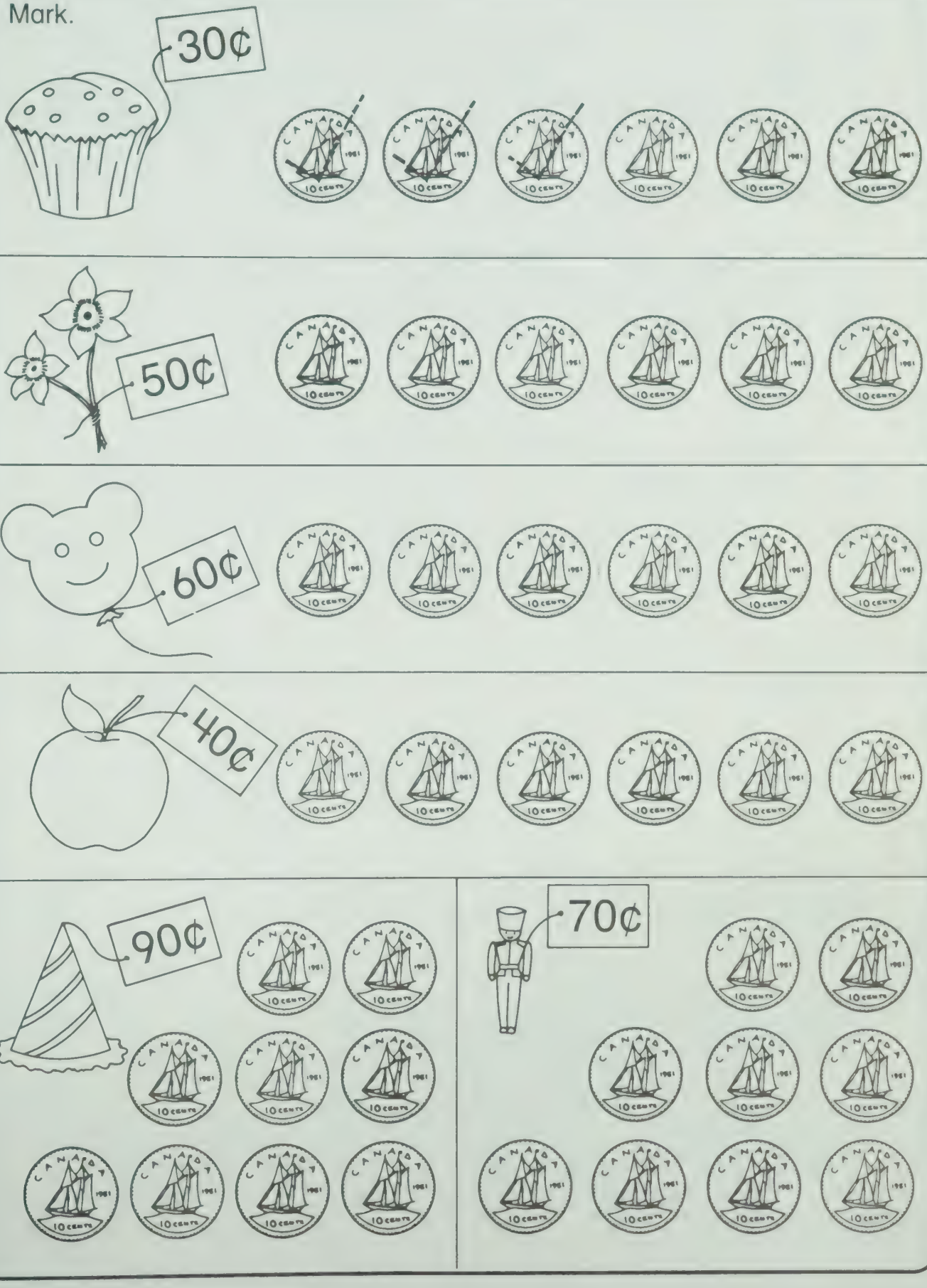


Name _____

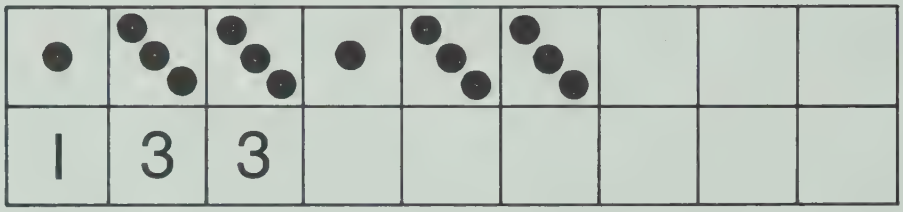
Complete.

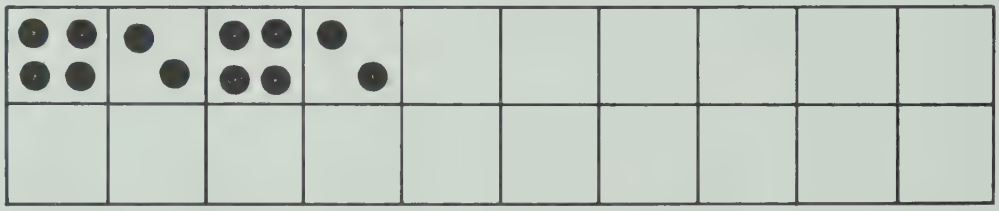
I had	I bought	Now I have
7¢	  5 ¢	2 ¢
10¢	  ___ ¢	___ ¢
8¢	 ___ ¢	___ ¢
10¢	 ___ ¢	___ ¢
9¢	  ___ ¢	___ ¢
10¢	 ___ ¢	___ ¢

Mark.



Complete.





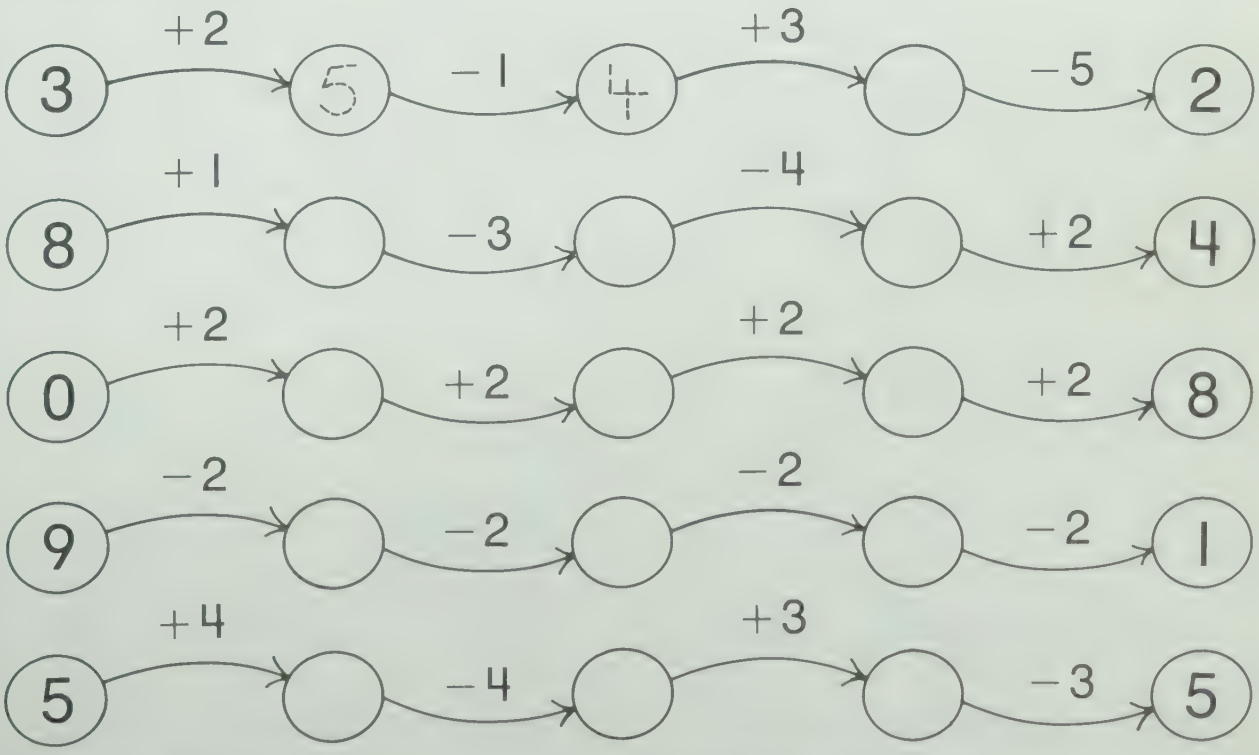
Complete.

Name _____

Add or subtract. Watch the signs!

3	3	6	6	5	5
+2	−2	−4	+4	+3	−3
4	2	3	10	9	8
−4	+6	−0	−7	−8	+2
8	3	10	6	3	7
−5	+4	−4	+3	+7	−4

Follow the path.



Ring the number that is greater.

14	18
18	19

16	12
11	13

17	15
16	19

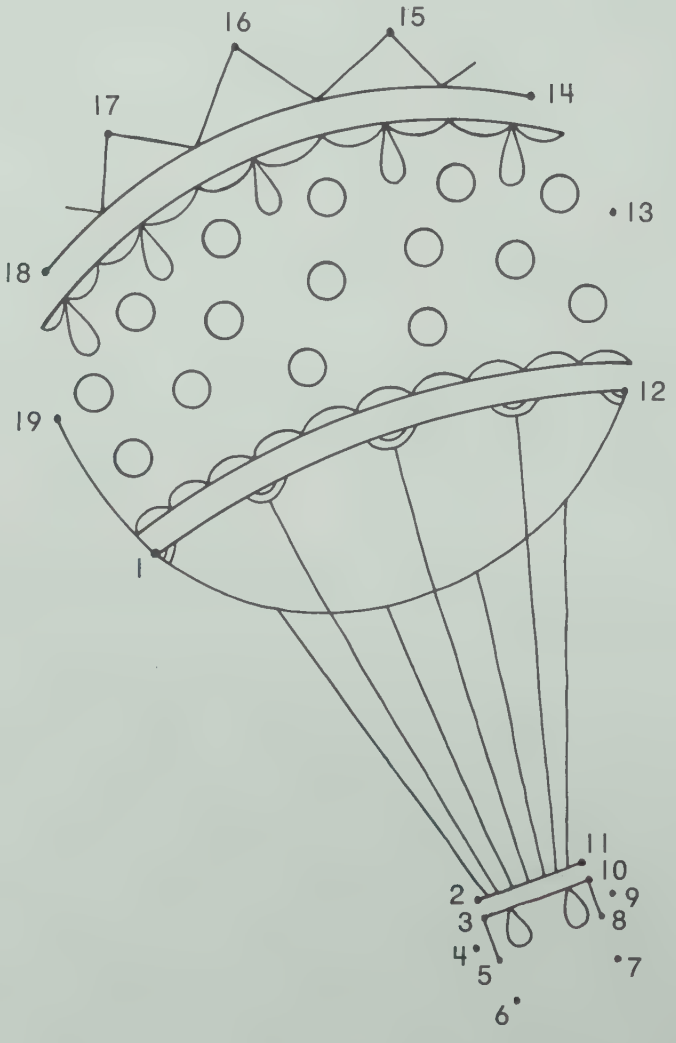
Show a √ for the number that is less.

14	11 √
13	15

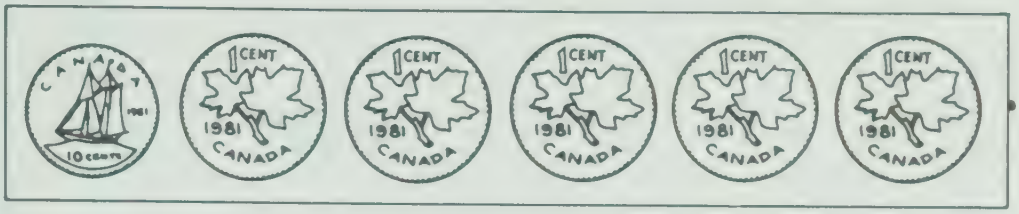
16	14
18	11

12	17
19	12

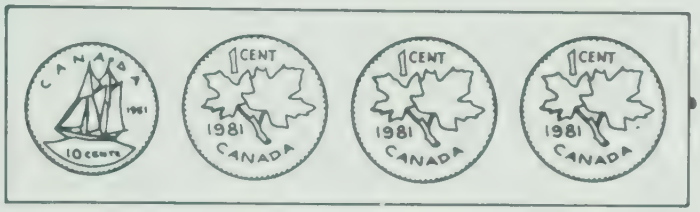
Complete.



Match.



11¢



12¢

13¢

14¢

15¢

16¢

Complete.

1 dime and 2 pennies = ____¢

1 dime and 8 pennies = ____¢

1 dime and 5 pennies = ____¢

1 dime and 9 pennies = ____¢

13¢ = 1 dime and ____ pennies

16¢ = 1 dime and ____ pennies

17¢ = 1 dime and ____ pennies

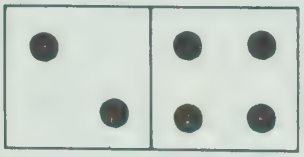
11¢ = 1 dime and ____ penny

Color.

How many?

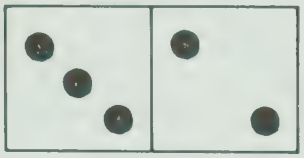
Name _____

Complete.



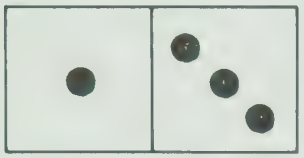
$2 + 4 = \_\_\_\_$ $\quad 4 + 2 = \_\_\_\_$

$6 - 4 = \_\_\_\_$ $\quad 6 - 2 = \_\_\_\_$



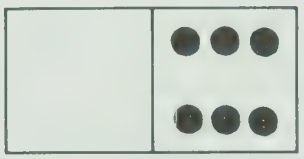
$3 + 2 = \_\_\_\_$ $\quad 2 + 3 = \_\_\_\_$

$5 - 2 = \_\_\_\_$ $\quad 5 - 3 = \_\_\_\_$



$1 + 3 = \_\_\_\_$ $\quad 3 + 1 = \_\_\_\_$

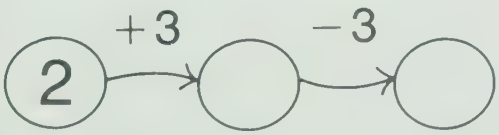
$4 - 3 = \_\_\_\_$ $\quad 4 - 1 = \_\_\_\_$

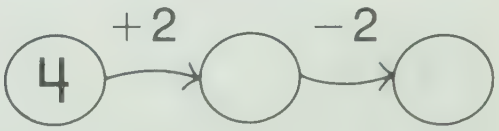


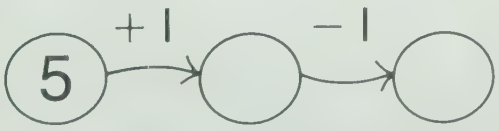
$0 + 6 = \_\_\_\_$ $\quad 6 + 0 = \_\_\_\_$

$6 - 6 = \_\_\_\_$ $\quad 6 - 0 = \_\_\_\_$

Follow the path.







Print + or −.

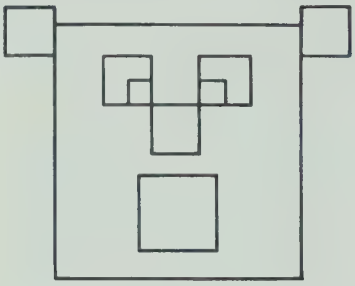
$1 \bigcirc 2 = 3$ $\quad 4 \bigcirc 3 = 1$ $\quad 6 \bigcirc 1 = 5$

$3 \bigcirc 2 = 1$ $\quad 1 \bigcirc 3 = 4$ $\quad 5 \bigcirc 1 = 6$

$6 \bigcirc 4 = 2$ $\quad 4 \bigcirc 2 = 2$ $\quad 3 \bigcirc 3 = 0$

$2 \bigcirc 4 = 6$ $\quad 2 \bigcirc 2 = 4$ $\quad 3 \bigcirc 0 = 3$

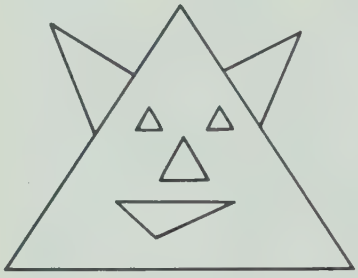
How many squares?



_____

Draw two different squares.

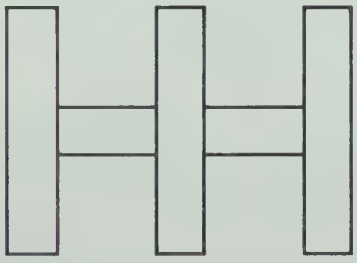
How many triangles?



_____

Draw two different triangles.

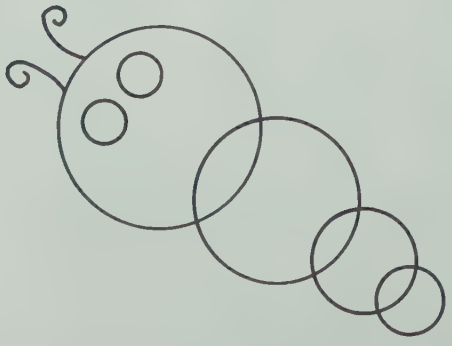
How many rectangles?



_____

Draw two different rectangles.

How many circles?



_____

Draw two different circles.

Write the number sentences.

Pat has 2 's.

Bob has 3 's.

How many 's are there in all?

_____

_____ 's

Bob has 7 's.

He sells 5 's.

How many 's are left?

_____

_____ 's

Pat has 5 's.

She sells 2 's.

How many 's are left?

_____

_____ 's

Pat has 1 .

She finds 3 's.

How many 's are there in all?

_____

_____ 's

Bob has 4 's.

Pat has 6 's.

Who has more? Bob Pat

_____

How many more? ____ 's

Bob has 9 's.

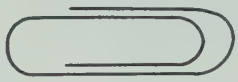
Pat has 3 's.

Who has more? Bob Pat

_____

How many more? ____ 's.

Estimate the length in paper clips.
Check by measuring.



Estimate	clips
Check	clips

Estimate	clips
Check	clips

Estimate	clips
Check	clips

Estimate	clips
Check	clips

Estimate	clips
Check	clips

Match.

1 o'clock

2 o'clock

4 o'clock

5 o'clock

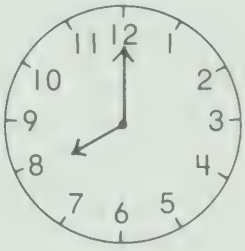
6 o'clock

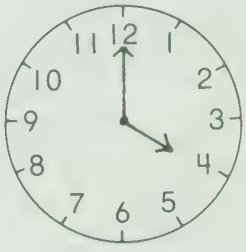
8 o'clock

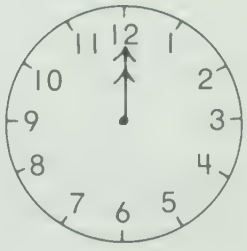
9 o'clock

11 o'clock

12 o'clock







Draw the hands on the clock faces.

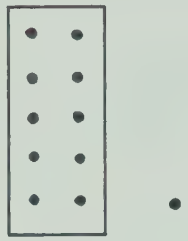
3 o'clock

7 o'clock

10 o'clock

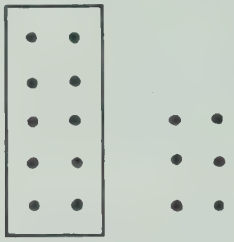
Name _____

Complete.



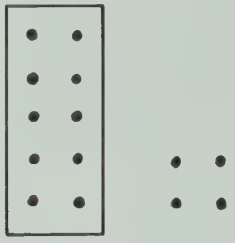
1 ten and 1

11



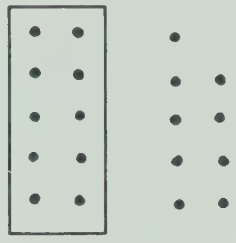
_____ ten and _____

_____



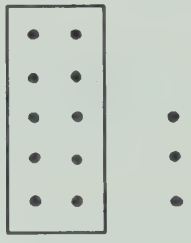
_____ ten and _____

_____



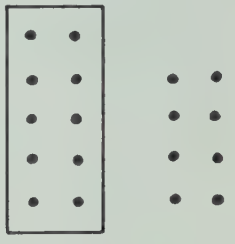
_____ ten and _____

_____



_____ ten and _____

_____



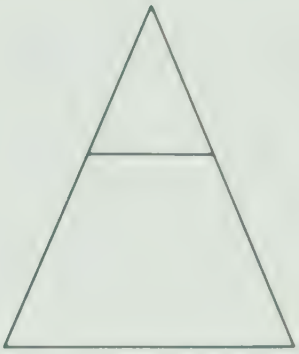
_____ ten and _____

_____

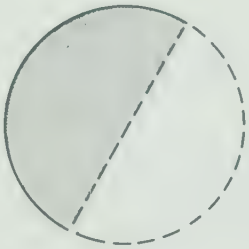
Match.

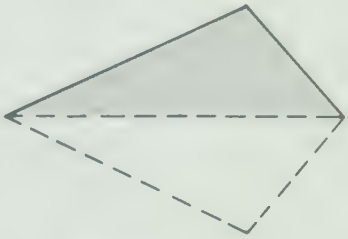
1 ten and 2	10
1 ten and 7	11
1 ten and 0	12
1 ten and 5	13
1 ten and 9	14
1 ten and 6	15
1 ten and 8	16
1 ten and 3	17
	18
	19

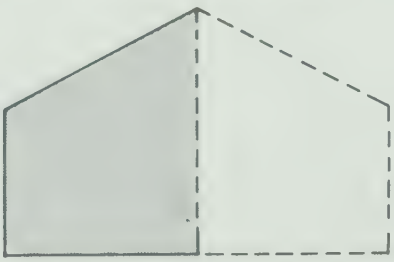
Ring and color one half.

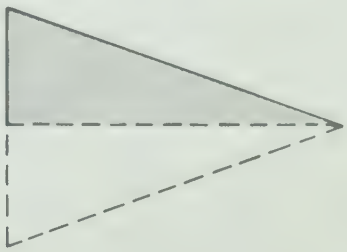


Paste in the missing half.

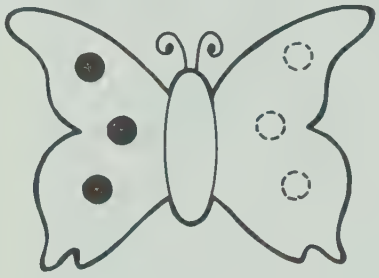




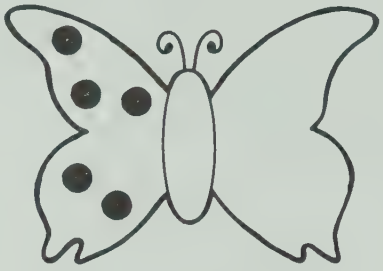




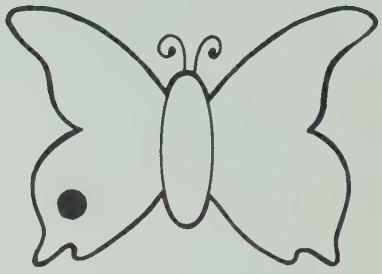
Complete. Show how many.



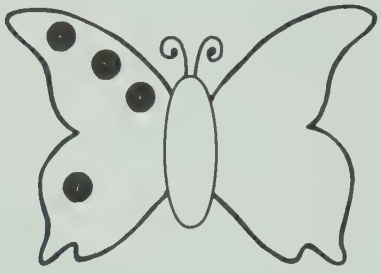
3 is half of _____



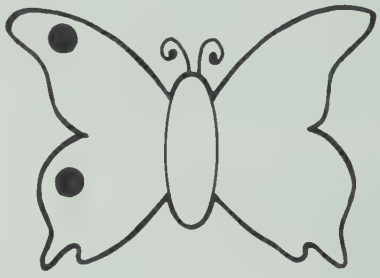
5 is half of _____



1 is half of _____

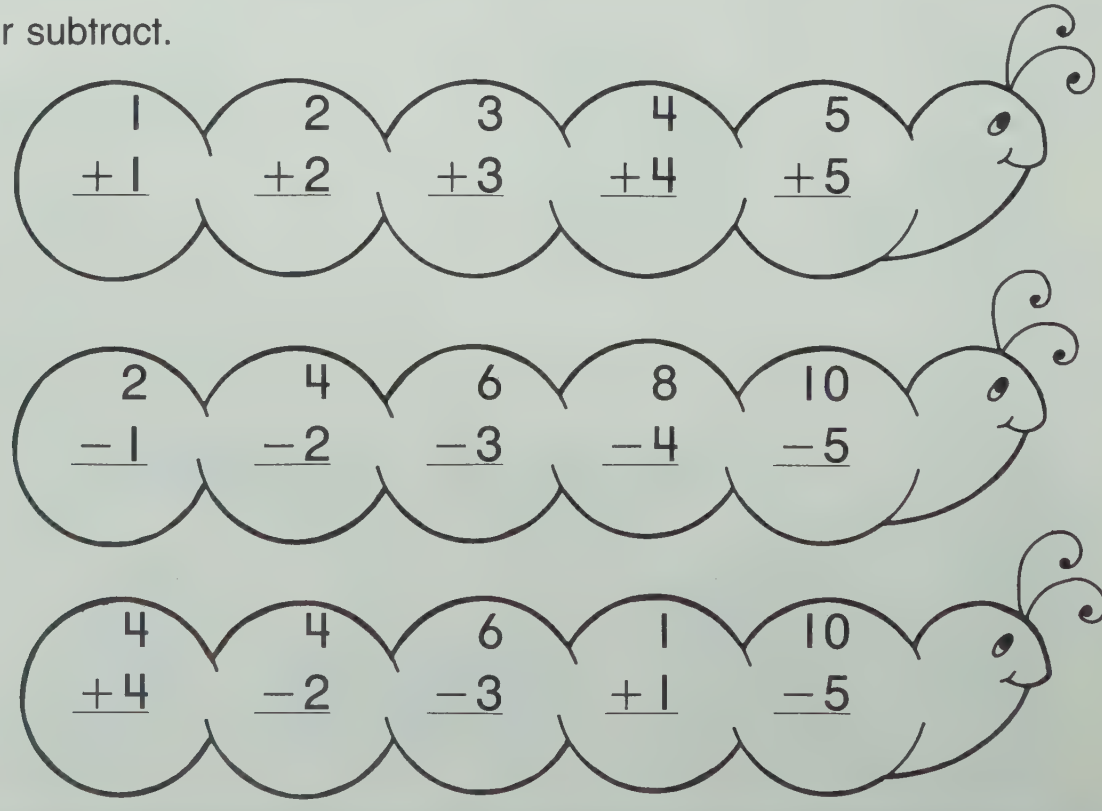


4 is half of _____



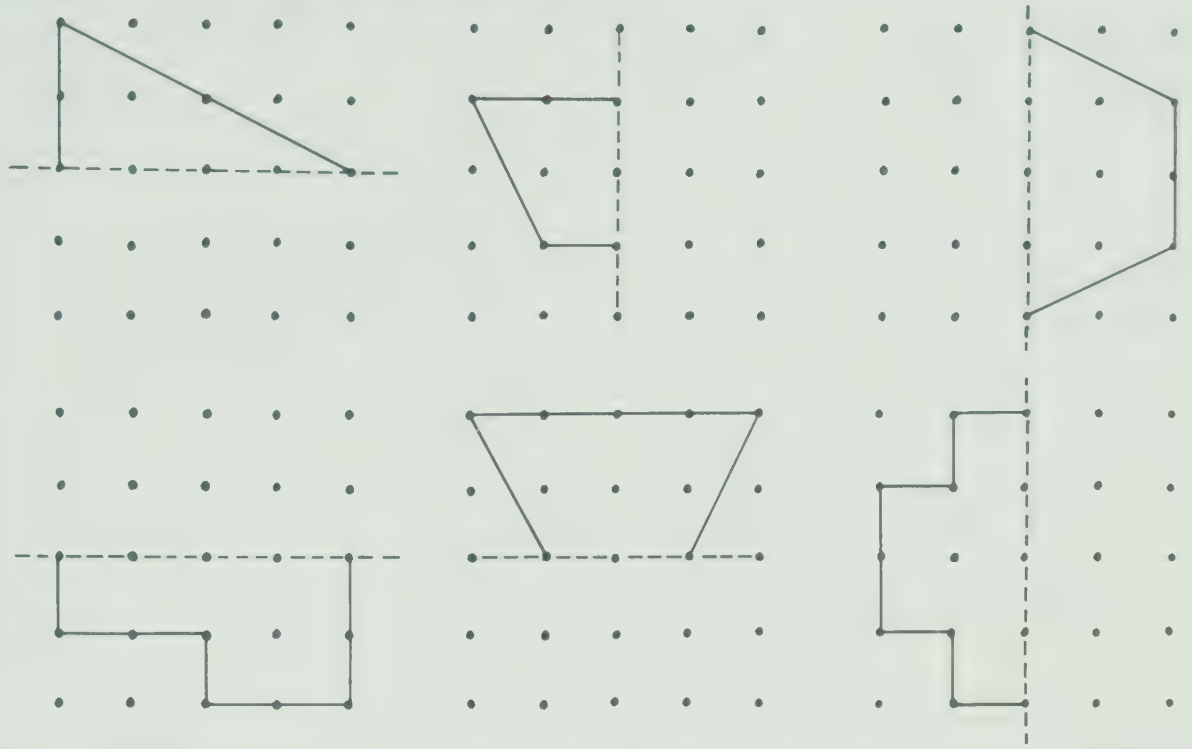
2 is half of _____

Add or subtract.



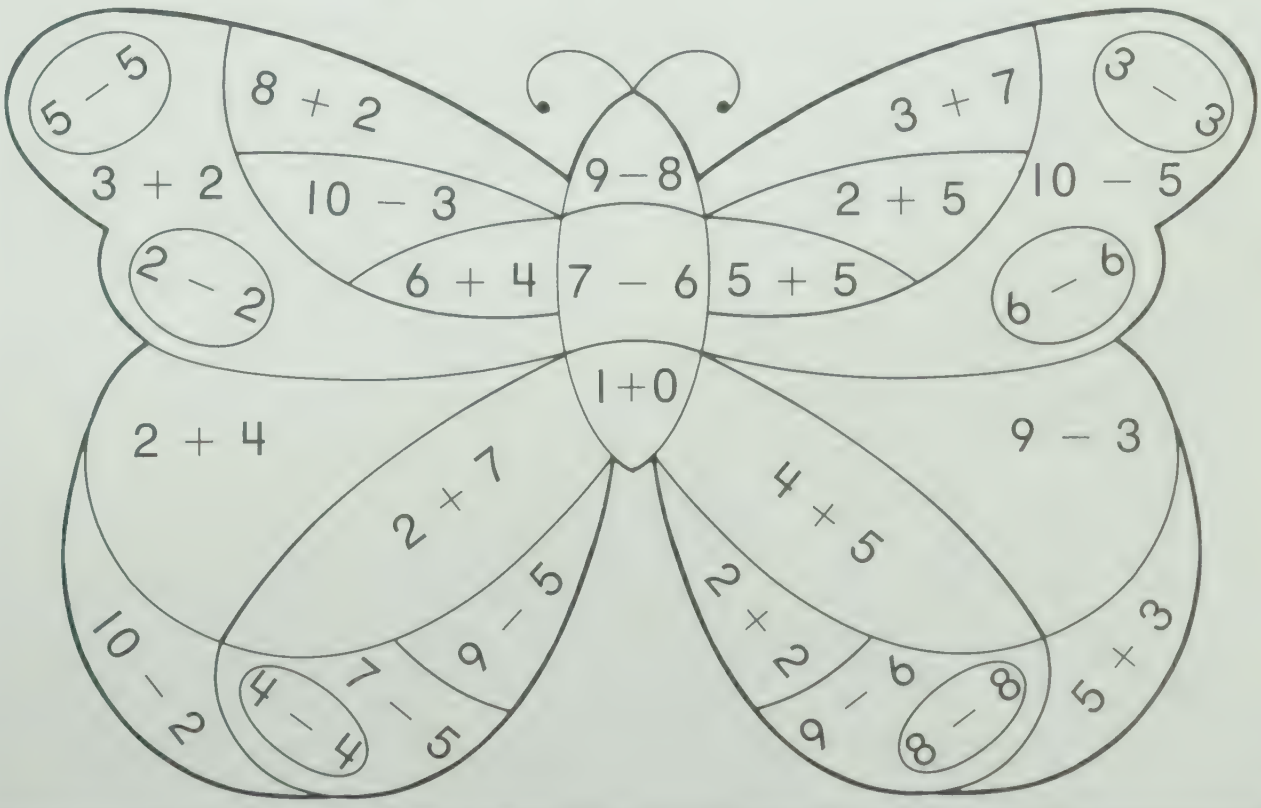
Name _____

Draw the other half of each shape.



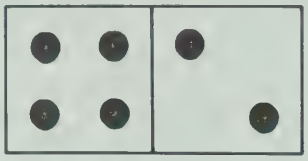
Color.

0 red	1 brown	2, 3 orange	4, 5 yellow
6, 7 green	8, 9 blue	10 purple	



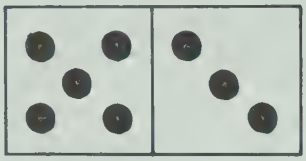
Name _____

Complete.



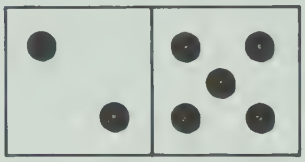
$4 + 2 = \_\_\_\_$ $\quad 2 + 4 = \_\_\_\_$

$6 - 2 = \_\_\_\_$ $\quad 6 - 4 = \_\_\_\_$



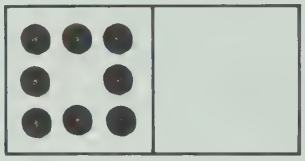
$5 + 3 = \_\_\_\_$ $\quad 3 + 5 = \_\_\_\_$

$8 - 3 = \_\_\_\_$ $\quad 8 - 5 = \_\_\_\_$



$2 + 5 = \_\_\_\_$ $\quad 5 + 2 = \_\_\_\_$

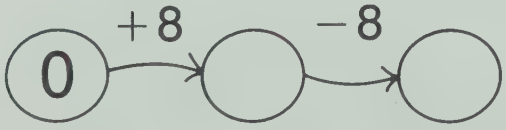
$7 - 5 = \_\_\_\_$ $\quad 7 - 2 = \_\_\_\_$

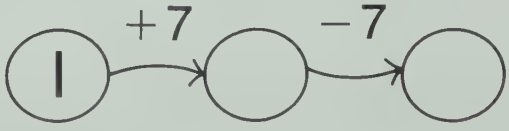


$8 + 0 = \_\_\_\_$ $\quad 0 + 8 = \_\_\_\_$

$8 - 0 = \_\_\_\_$ $\quad 8 - 8 = \_\_\_\_$

Follow the path.



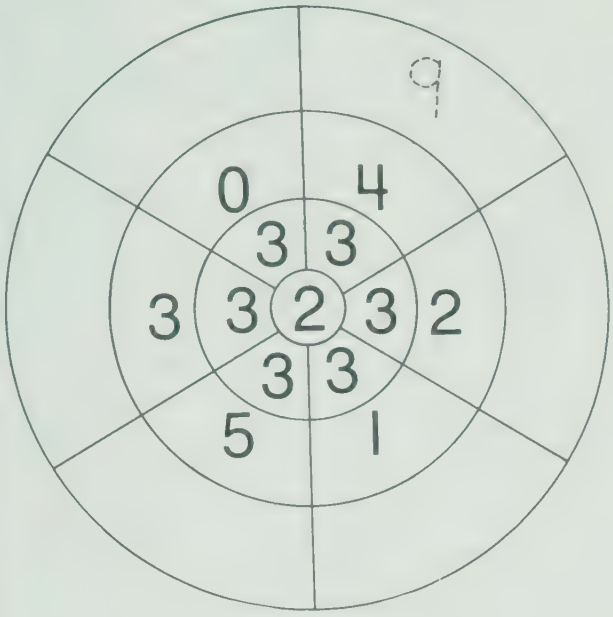


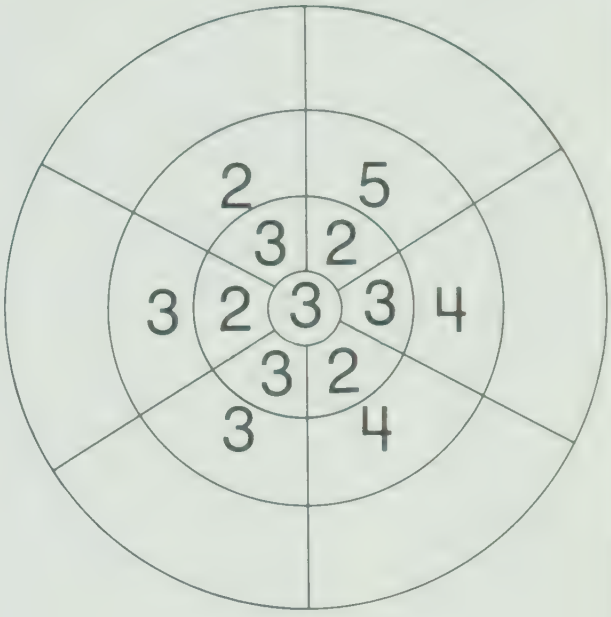
Print + or −.

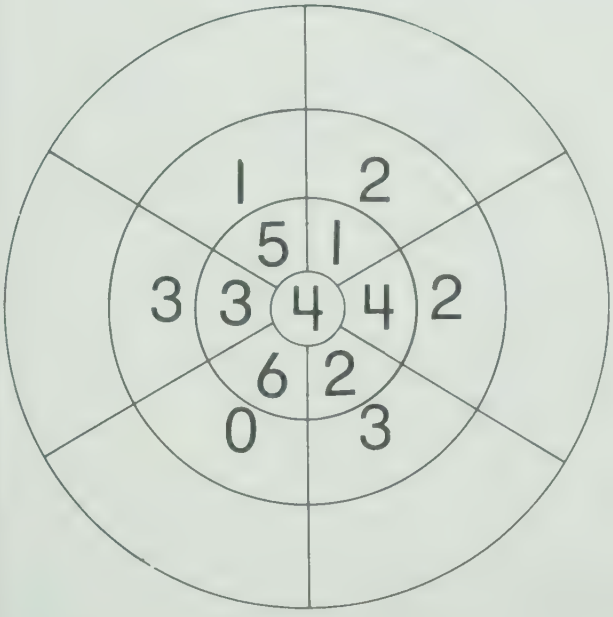
$5 \bigcirc 2 = 3$ $3 \bigcirc 2 = 5$	$5 \bigcirc 2 = 7$ $7 \bigcirc 2 = 5$	$4 \bigcirc 4 = 8$ $8 \bigcirc 4 = 4$
$6 \bigcirc 2 = 8$ $8 \bigcirc 2 = 6$	$6 \bigcirc 2 = 4$ $4 \bigcirc 2 = 6$	$0 \bigcirc 7 = 7$ $7 \bigcirc 0 = 7$

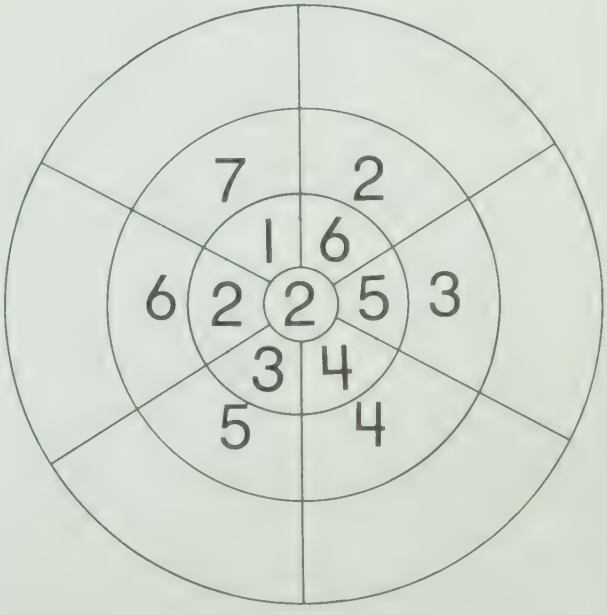
Name _____

Add.









1 + 1 + 1 = _____

2 + 2 + 2 = _____

3 + 3 + 3 = _____

4 + 4 + 0 = _____

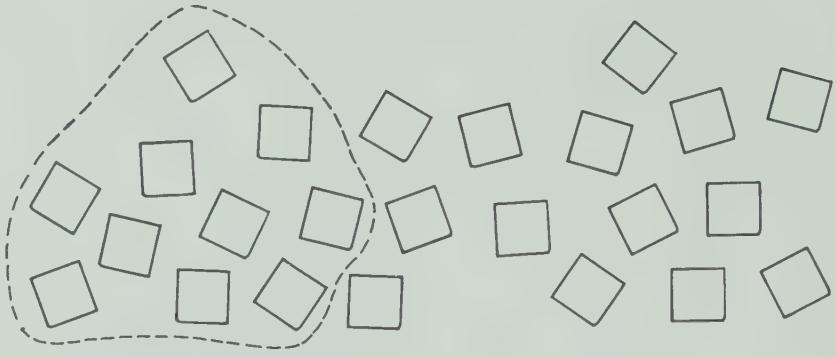
4 + 0 + 4 = _____

0 + 4 + 4 = _____

Name _____

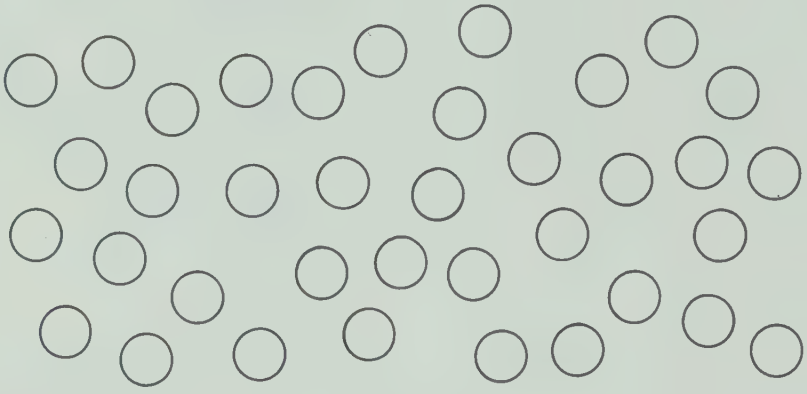
Color and ring groups of ten.

How many?



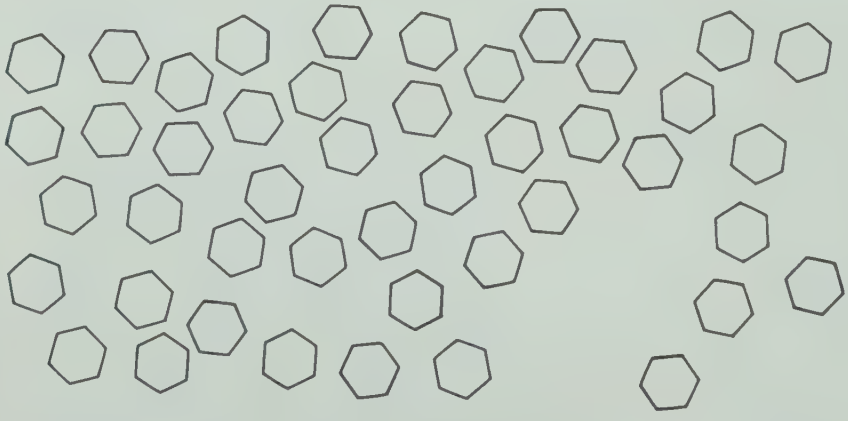
____ tens and ____

_____



____ tens and ____

_____



____ tens and ____

_____

Draw.

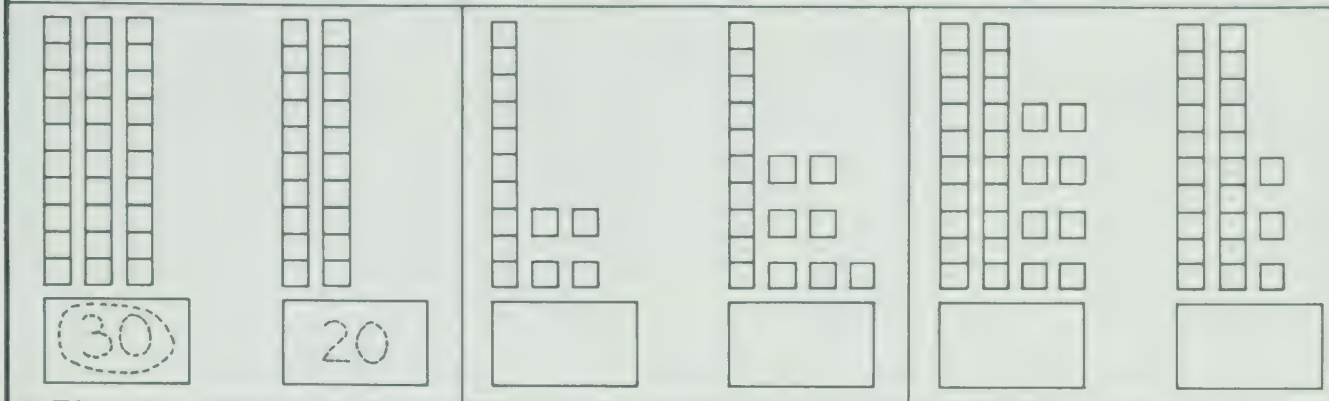
I ten and 7

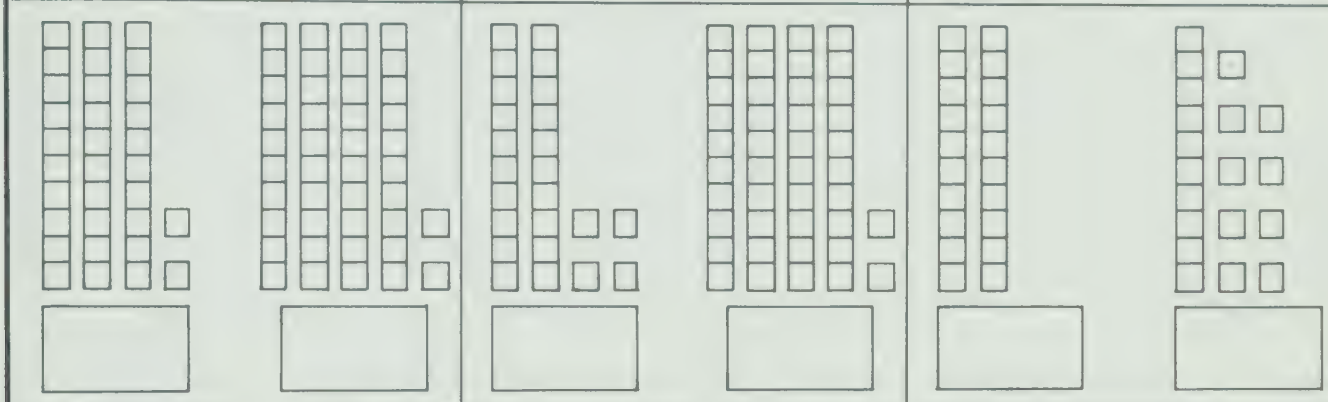
_____

3 tens and 2

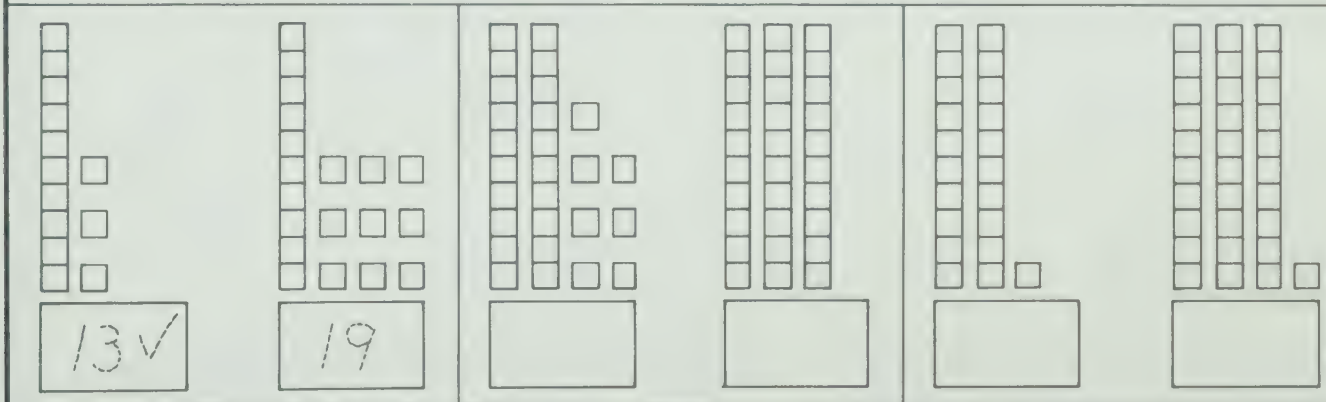
_____

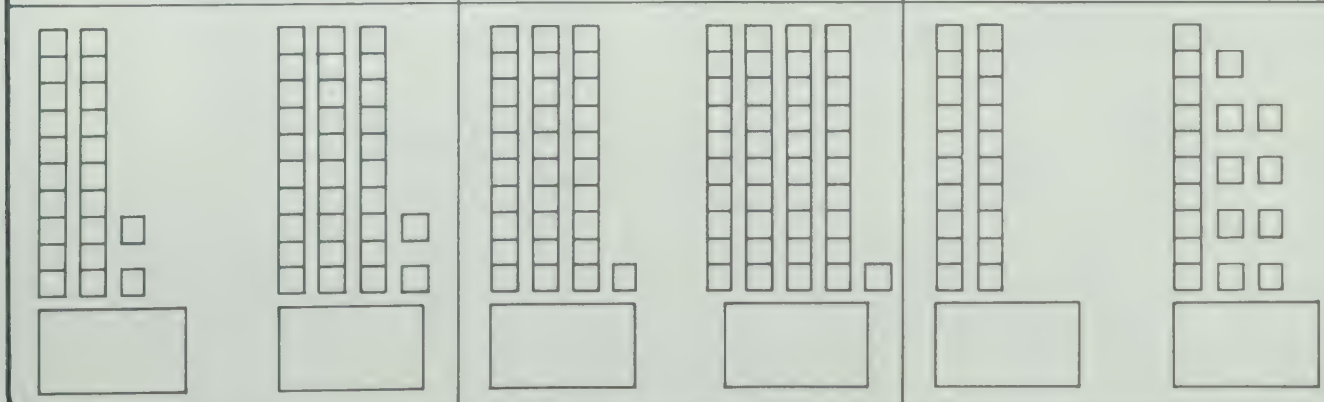
Complete.
Ring the number that is greater.





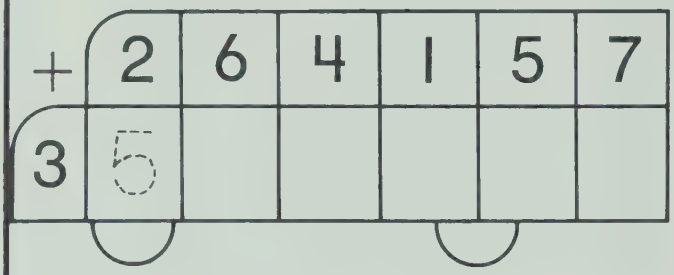
Use a ✓ to show the number that is less.

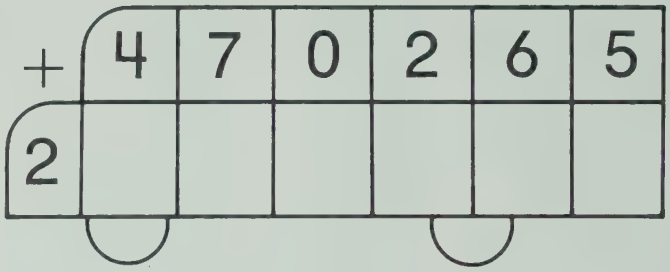


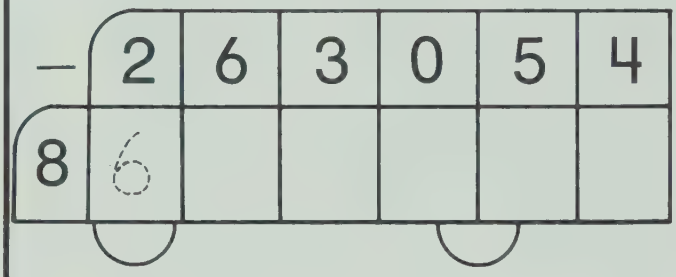


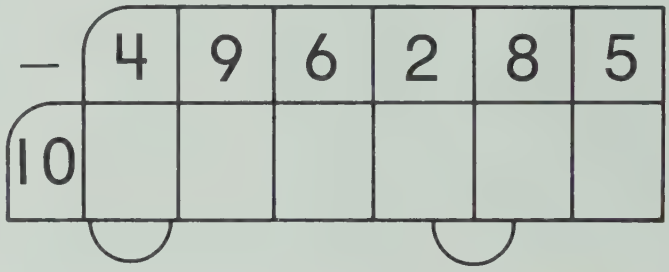
Name _____

Complete.









Ring.

3 children are on the bus.

2 more get on.

3 + 2 3 − 2

4 children are on the bus.

3 get off.

4 + 3 4 − 3

8 children are on the bus.

2 get off.

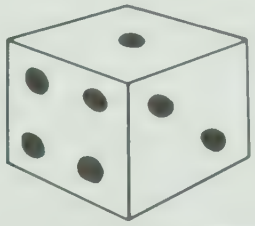
8 + 2 8 − 2

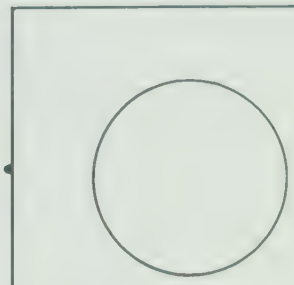
7 children are on the bus.

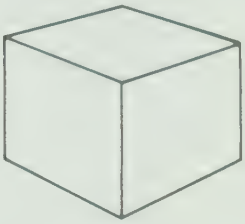
3 more get on.

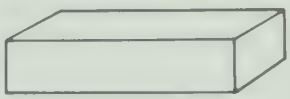
7 + 3 7 − 3

Match.









Complete.

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
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27
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30
31
32
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45
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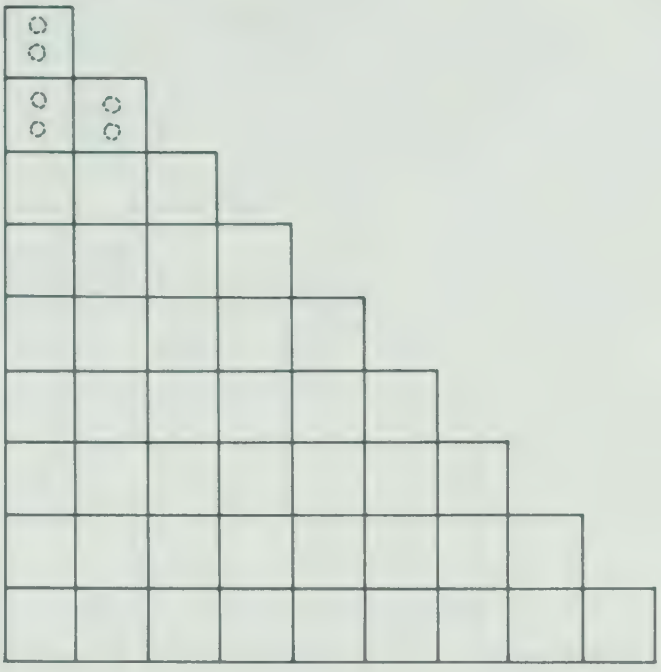
48
49
50

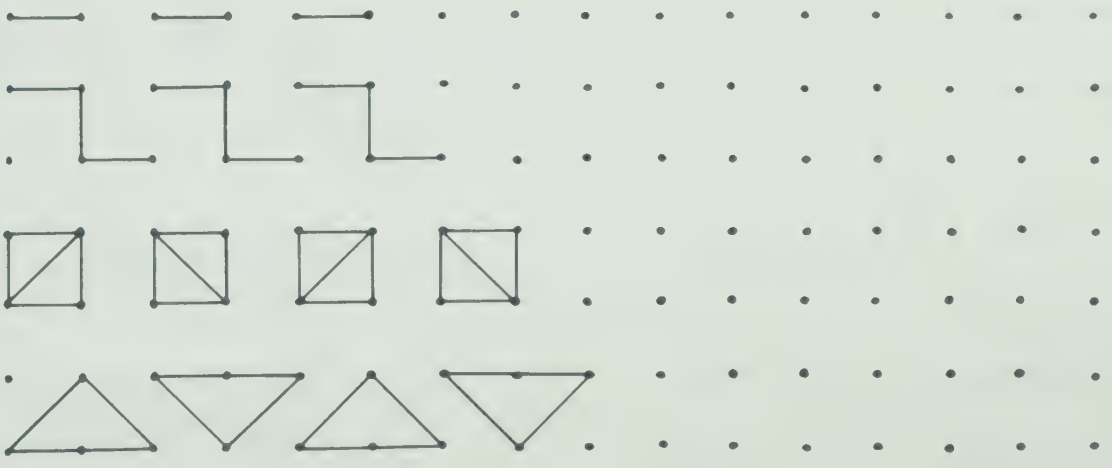
Draw. Show how many.



2

4

Complete.

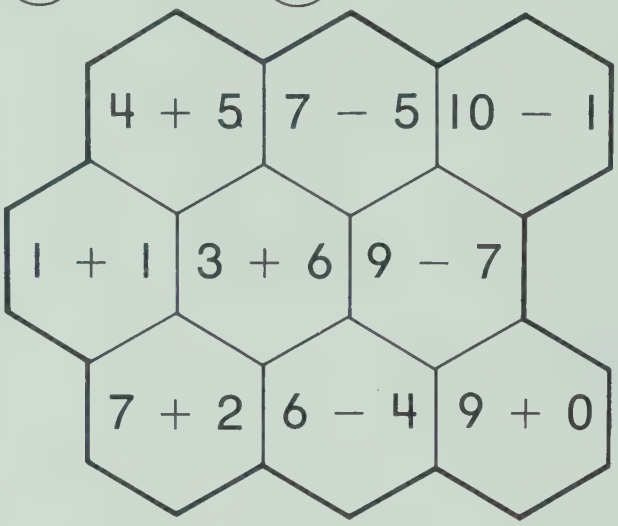


Draw.

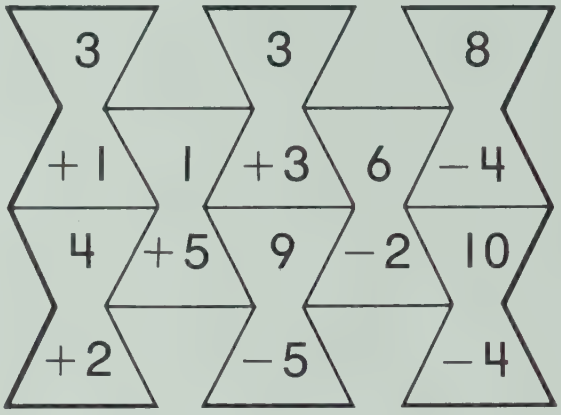
Name _____

Color.

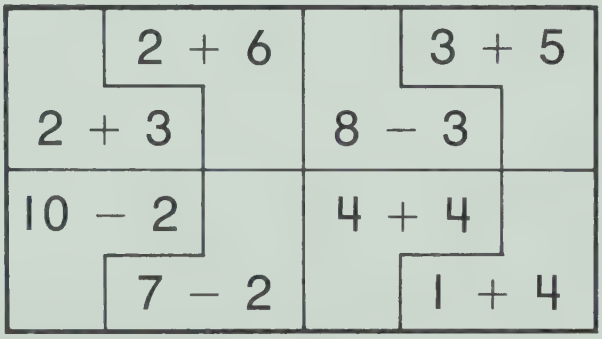
(2) red (9) blue



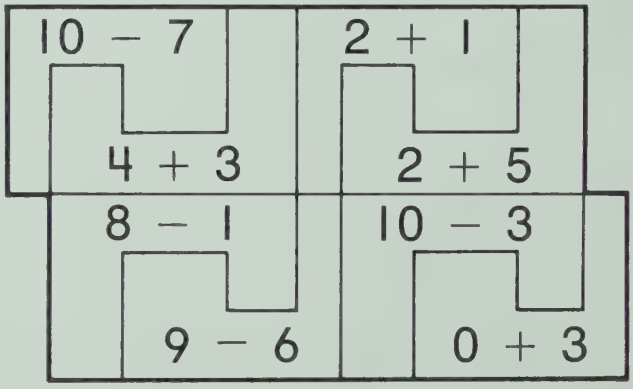
(4) green (6) yellow



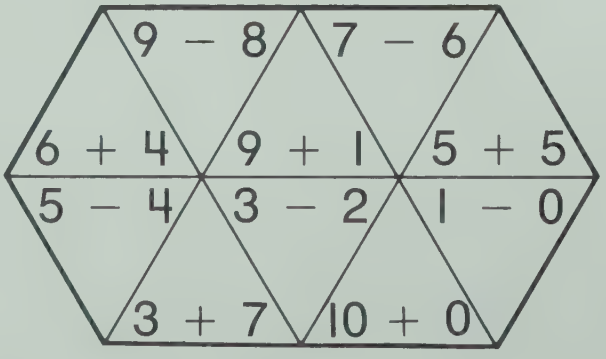
(5) purple (8) orange



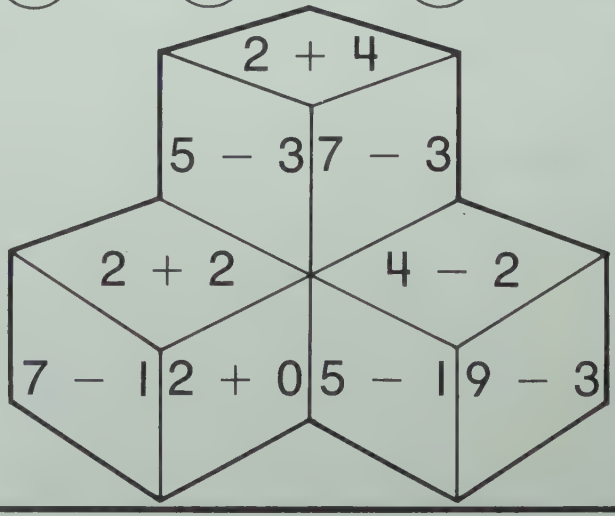
(3) red (7) green



(1) yellow (10) blue

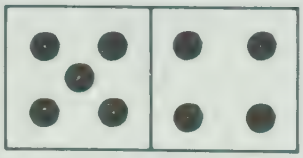


(2) red (4) green (6) yellow



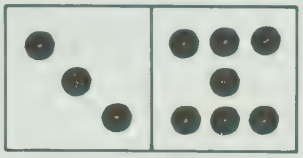
Name _____

Complete.



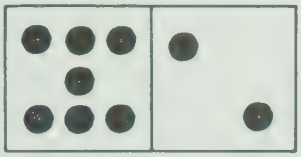
$5 + 4 = \_\_\_\_$ $\quad 4 + 5 = \_\_\_\_$

$9 - 4 = \_\_\_\_$ $\quad 9 - 5 = \_\_\_\_$



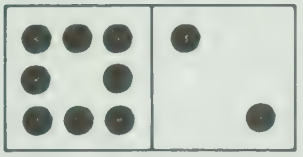
$3 + 7 = \_\_\_\_$ $\quad 7 + 3 = \_\_\_\_$

$10 - 7 = \_\_\_\_$ $\quad 10 - 3 = \_\_\_\_$



$7 + 2 = \_\_\_\_$ $\quad 2 + 7 = \_\_\_\_$

$9 - 2 = \_\_\_\_$ $\quad 9 - 7 = \_\_\_\_$



$8 + 2 = \_\_\_\_$ $\quad 2 + 8 = \_\_\_\_$

$10 - 2 = \_\_\_\_$ $\quad 10 - 8 = \_\_\_\_$

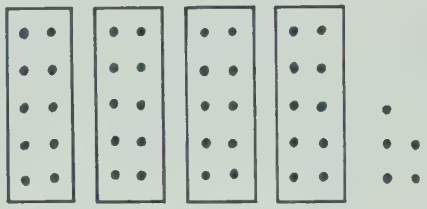
Follow the path.

Print + or −.

$6 \bigcirc 4 = 2$ $2 \bigcirc 4 = 6$	$4 \bigcirc 5 = 9$ $9 \bigcirc 5 = 4$	$10 \bigcirc 3 = 7$ $7 \bigcirc 3 = 10$
$6 \bigcirc 4 = 10$ $10 \bigcirc 4 = 6$	$8 \bigcirc 1 = 9$ $9 \bigcirc 1 = 8$	$9 \bigcirc 9 = 0$ $9 \bigcirc 0 = 9$

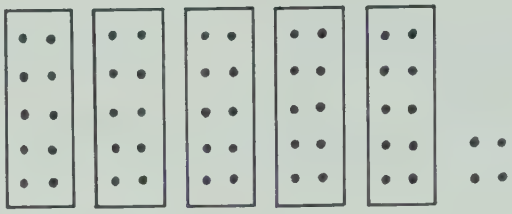
Name _____

Complete.



_____ tens _____ ones

_____



_____ tens _____ ones

_____

Match.

2 tens 1 one	12
5 tens 6 ones	21
3 tens 0 ones	30
5 tens 3 ones	45
1 ten 2 ones	53
4 tens 5 ones	56

7 tens 8 ones	60
9 tens 2 ones	73
6 tens 0 ones	78
9 tens 9 ones	87
7 tens 3 ones	92
8 tens 7 ones	99

Ring.

1 ten 3 ones	13	31
8 tens 4 ones	48	84
5 tens 9 ones	59	95
7 tens 6 ones	67	76
2 tens 3 ones	23	32
6 tens 1 one	16	61

Name _____

Complete.

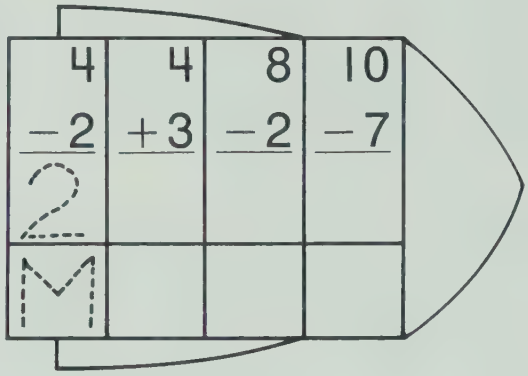
	3	4					9	
27	28					33		
						62	63	64
85			88				92	

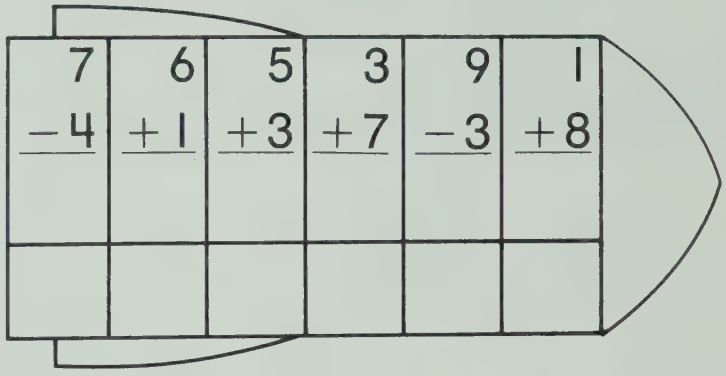
14	16	18	___	___	___	___
26	28	30	___	___	___	___
42	44	46	___	___	___	___

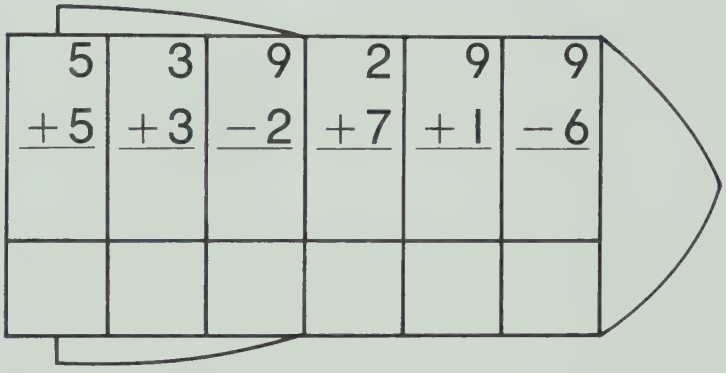
31	33	35	___	___	___	___
55	57	59	___	___	___	___
87	89	91	___	___	___	___

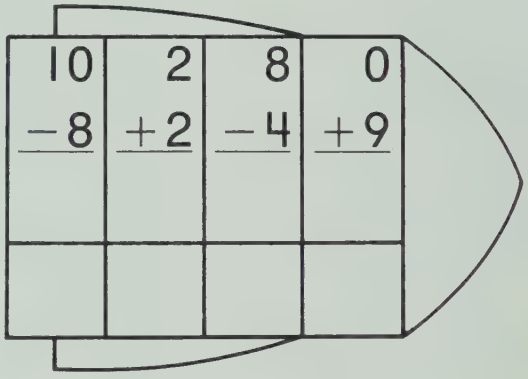
Here is a code.
Add or subtract to find out
where each rocket is going.

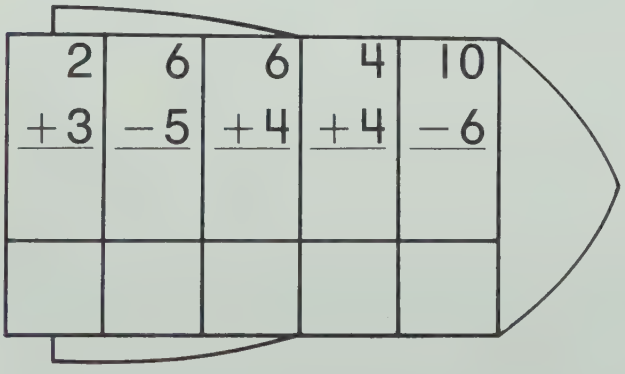
0	1	2	3	4	5	6	7	8	9	10
E	L	M	S	O	P	R	A	T	N	U

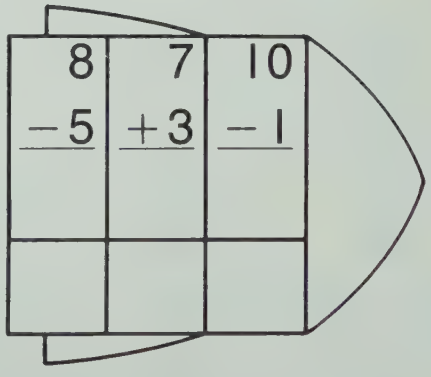


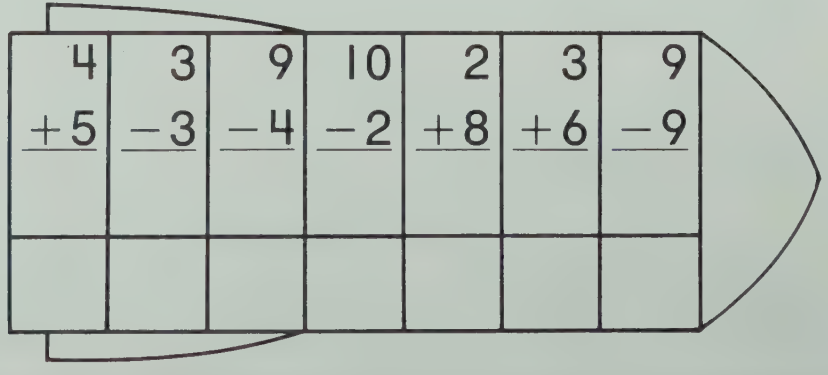




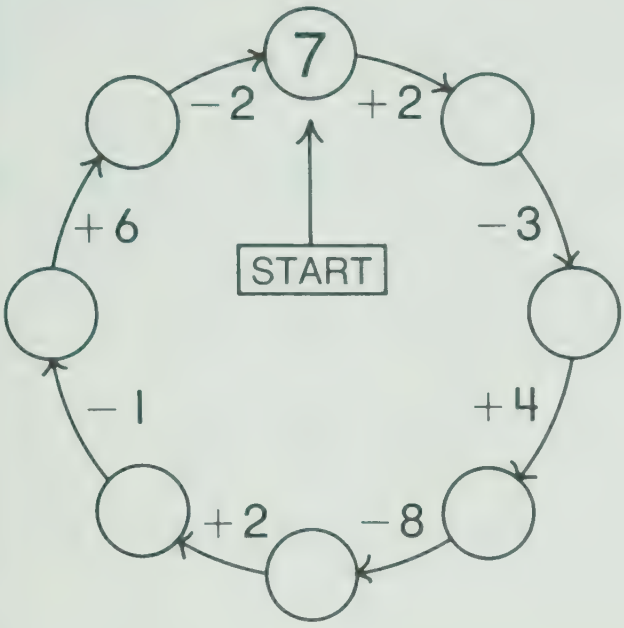


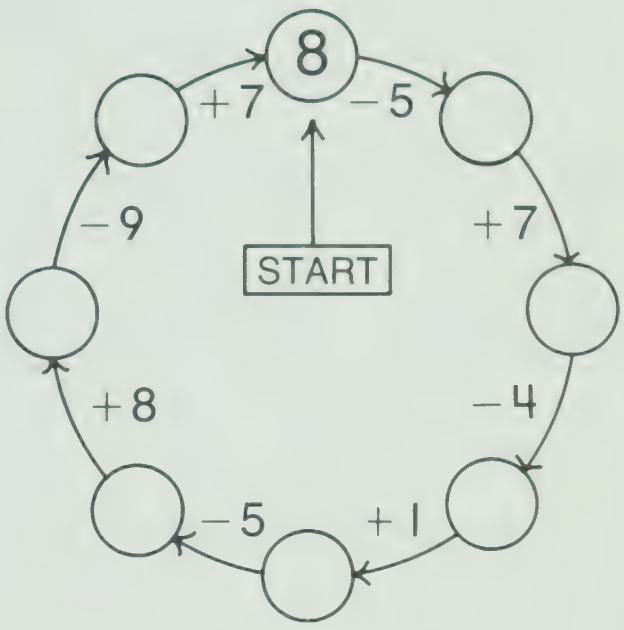


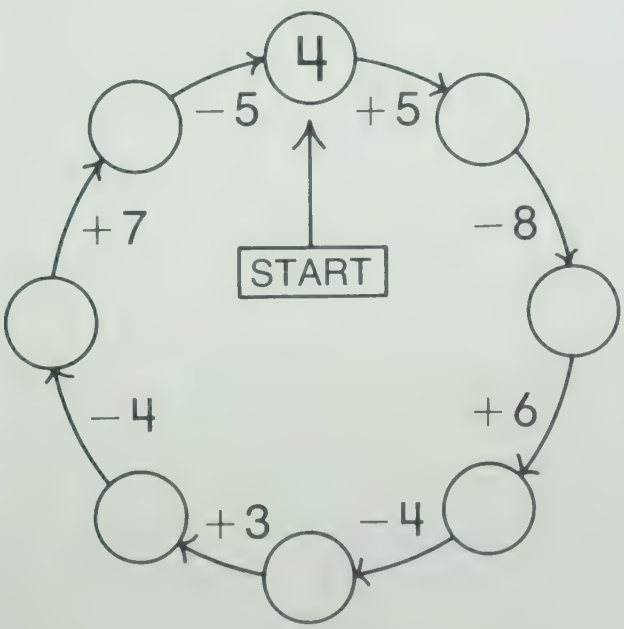


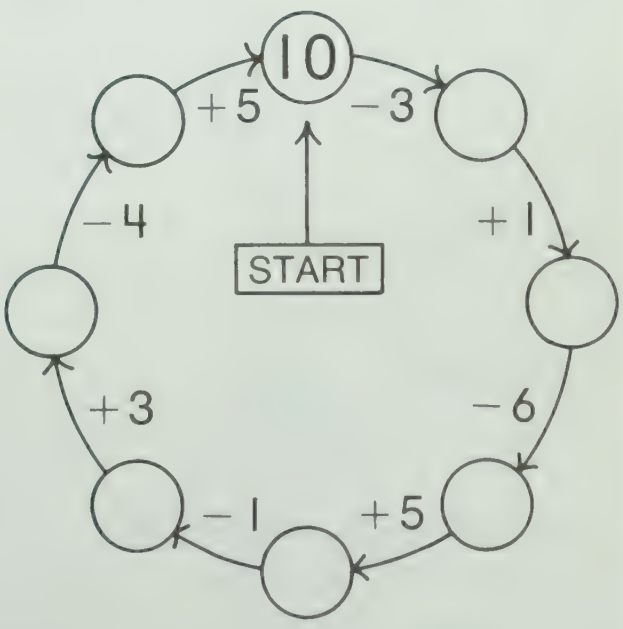


Follow the path.









Name _____

Match.

2 + 0	1	2 + 1
1 + 0	2	0 + 2
3 + 2	3	0 + 1
1 + 2	4	2 + 3
3 + 1	5	1 + 3

6 + 1	6	1 + 6
3 + 5	7	2 + 4
4 + 2	8	4 + 6
6 + 4	9	5 + 3
7 + 2	10	2 + 7

Complete.

5	6	9	10	8	7
−2	−5	−1	−7	−5	−4

5	6	9	10	8	7
−3	−1	−8	−3	−3	−3

2 red ( ) 's

6 blue ( ) 's

How many more blue ( ) 's? _____

4 red ( ) 's

3 blue ( ) 's

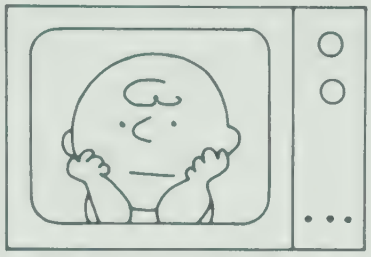
How many ( ) 's in all?

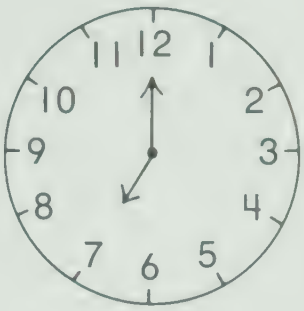
_____

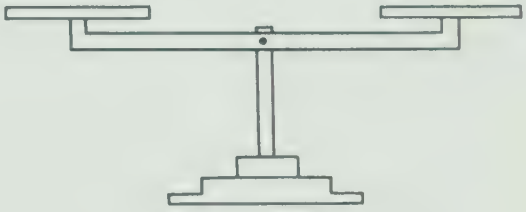
Match to show what you use to measure.

How heavy?

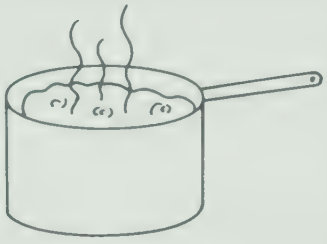
When does it begin?







How hot?



How far to walk?

How much is used?

Name _____

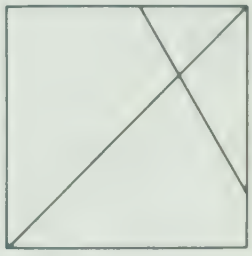
Complete.

6	8	10	___	___	___	___	___
___	___	___	___	44	46	48	___
25	30	35	___	___	___	___	___
___	___	___	___	75	80	85	___
20	30	40	___	___	___	___	___
___	___	___	___	50	60	70	___

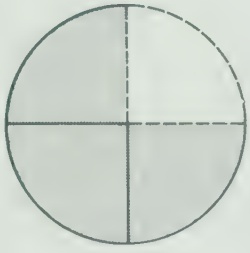
Complete.

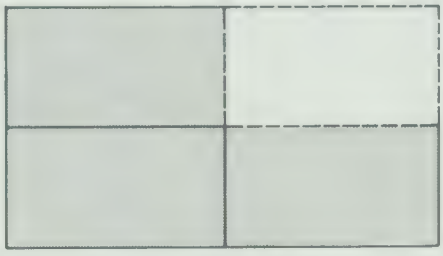
2 +4	2 +7	2 +5	2 +9	2 +6	2 +8
11 −2	6 −2	9 −2	8 −2	10 −2	7 −2
3 +4	3 +7	3 +5	3 +9	3 +6	3 +8
12 −3	7 −3	10 −3	9 −3	11 −3	8 −3

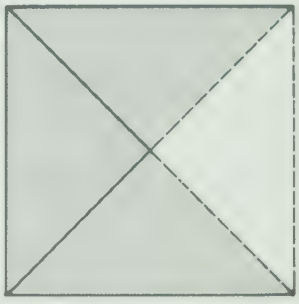
Ring and color one fourth.

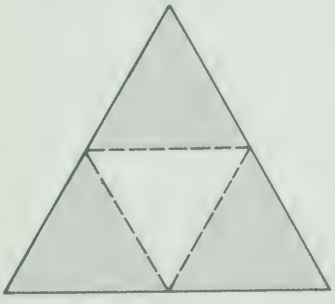


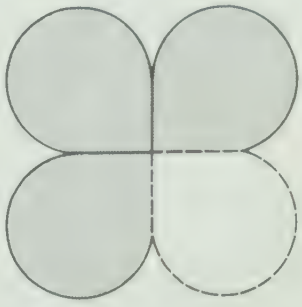
Paste in the missing fourth.











See 5 's.

2 's go away.

How many 's are left?

_____

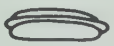
Pat has 2 's.

Bob has 3 's.

How many 's are there in all?

_____

Pat ate 2 's.

Bob ate 3  's.

How many more 's did Bob eat?

_____

See 5 's.

See 2 more 's.

How many 's are there in all?

_____

See 7 's.

3 's go away.

How many 's are left?

_____

See 5 's.

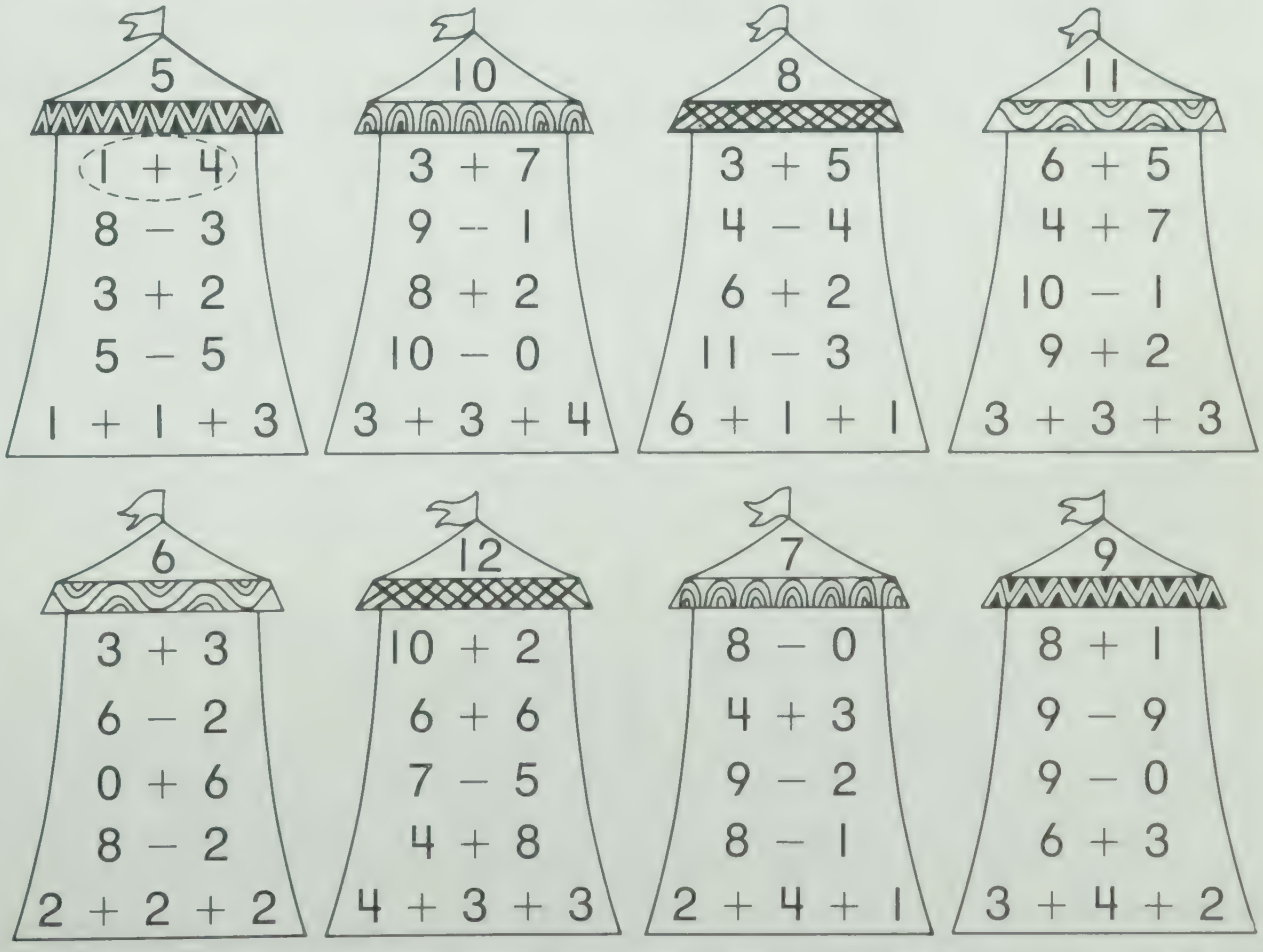
How many ears have they?

_____

Find 6 mistakes.
Correct the mistakes.

4 +3 7 ✓	6 +3 9	2 +4 ~~5~~ 6	9 +3 12	5 +3 2	4 +6 10
9 −2 6	5 −4 1	10 −3 7	8 −2 6	12 −5 7	4 −3 7
5 −1 4	2 +2 5	10 −6 4	3 +7 10	6 −6 12	9 +2 11

Ring the other names for each number.



Complete.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3		
	7					
					18	
			23			

How many days?

on a Tuesday _____

on a Thursday _____

on a Sunday _____

on a Saturday _____

on a Monday _____

on a Friday _____

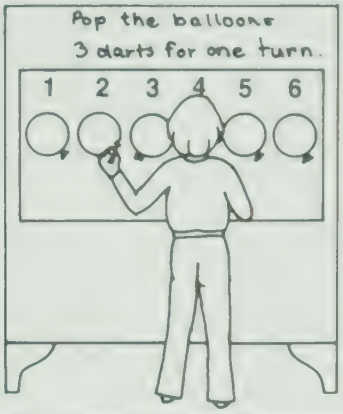
on a Wednesday _____

My favorite day is _____ .

What is the score?

1	2	3	4	5	6
○	✗	✗	○	✗	○

2 + 3 + 5 = 10



1	2	3	4	5	6
○	✗	✗	✗	○	○

_____

1	2	3	4	5	6
✗	✗	○	○	✗	○

_____

1	2	3	4	5	6
✗	○	○	✗	○	✗

_____

1	2	3	4	5	6
✗	○	✗	✗	○	○

_____

Pop 3 balloons. Score 9.

1	2	3	4	5	6
○	✗	✗	✗	○	○

2 + ____ + ____ = 9

Score 9 another way.

1	2	3	4	5	6
○	○	○	○	○	○

____ + ____ + ____ = 9

Score 10.

1	2	3	4	5	6
○	○	○	○	○	○

____ + ____ + ____ = 10

Score 10 another way.

1	2	3	4	5	6
○	○	○	○	○	○

____ + ____ + ____ = 10

Name _____

I have	I spend	I have left
____ ¢	7¢	____ ¢
____ ¢	8¢	____ ¢
____ ¢	9¢	____ ¢
____ ¢	7¢	____ ¢

Buy.

A B C D E

Choose two. Spend 6¢.

☐ and ☐

Choose two. Spend 5¢.

☐ and ☐

Choose three. Spend 10¢.

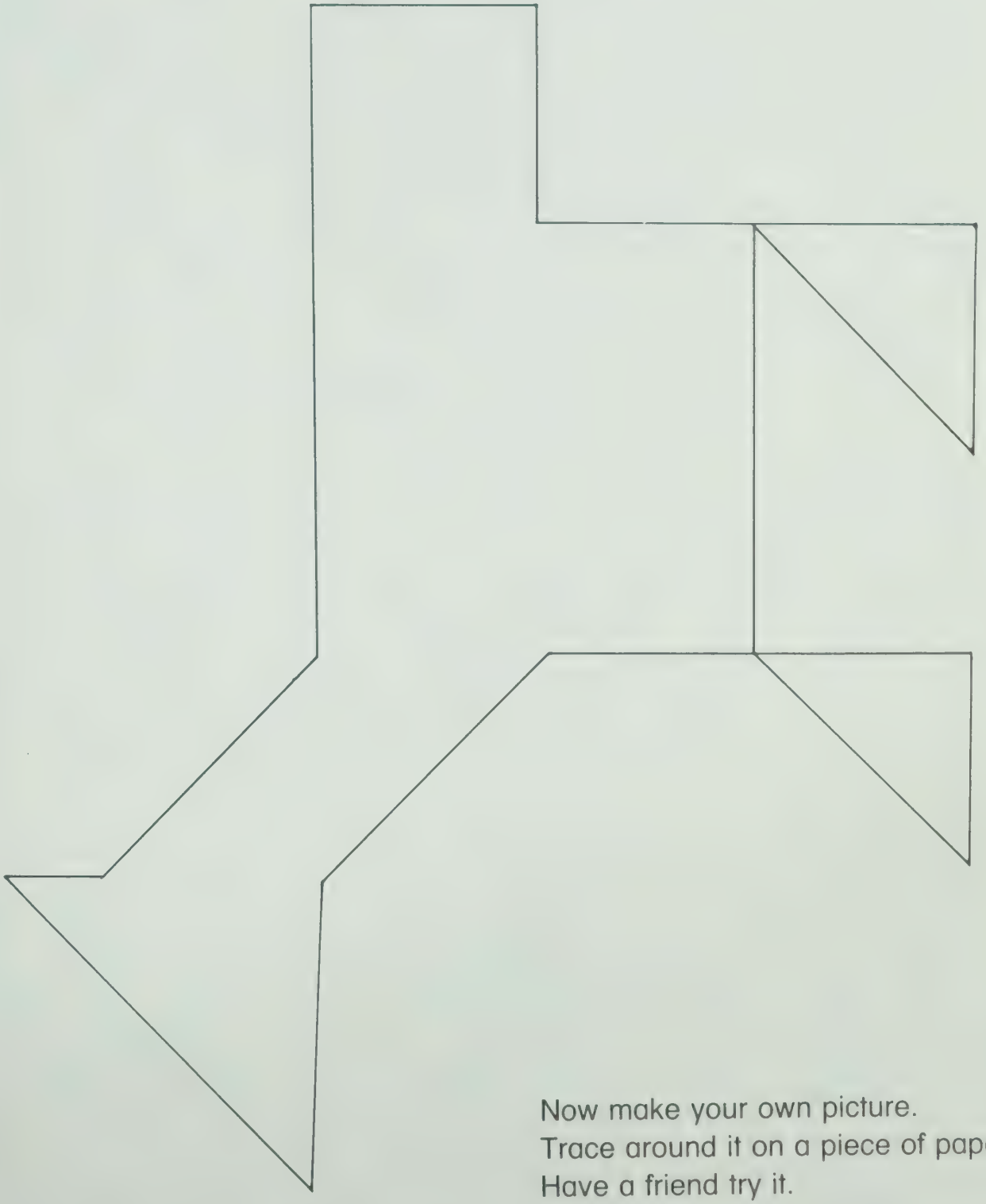
☐ and ☐ and ☐

Choose three. Spend 12¢.

☐ and ☐ and ☐

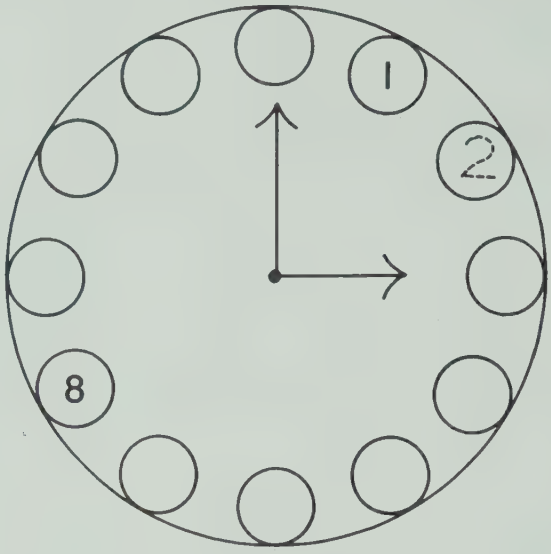
Use the seven pieces.

Make this picture.



Now make your own picture.
Trace around it on a piece of paper.
Have a friend try it.

Complete.



The time is _____ o'clock.

What time is it?

_____ o'clock

_____ o'clock

_____ o'clock

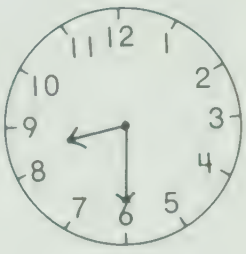
_____ o'clock

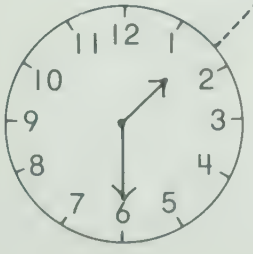
_____ o'clock

_____ o'clock

_____ o'clock

_____ o'clock





1:30

2:30

3:30

4:30

5:30

6:30

7:30

8:30

9:30

10:30

11:30

12:30

Name _____

Find 9 mistakes. Correct them.

4 −1 3 ✓	7 +3 ~~11~~ 10	6 +0 6	9 −2 11	3 +8 11	5 −5 0
6 +3 3	7 +5 10	11 −6 5	10 −1 9	5 +3 2	3 −2 0
8 +2 12	11 −4 6	3 +9 12	7 −6 1	0 +4 0	9 −6 3

Complete.

2 + 3 = ____	5 − 4 = ____	1 + 6 = ____
5 − 1 = ____	1 + 9 = ____	7 − 2 = ____
4 + 7 = ____	10 − 6 = ____	5 + 5 = ____
11 − 5 = ____	4 + 4 = ____	10 − 7 = ____
6 + 4 = ____	8 − 2 = ____	3 + 3 = ____
10 − 2 = ____	6 + 6 = ____	6 − 1 = ____
8 + 4 = ____	12 − 3 = ____	5 + 6 = ____
12 − 9 = ____	9 + 1 = ____	11 − 9 = ____
3 + 2 = ____	10 − 9 = ____	2 + 5 = ____

Complete.

4	5	6	___	___	___	___	___	___
44	45	46	___	___	___	___	___	___
86	87	88	___	___	___	___	___	___
5	10	15	___	___	___	___	___	___
10	20	30	___	___	___	___	___	___
2	4	6	___	___	___	___	___	___

Print.

four _____ six _____ five _____ nine _____ three _____

seven _____ ten _____ two _____ eight _____ one _____

What number comes before?	What number comes after?	What number comes between?
_____ 6	0 _____	9 _____ 11
_____ 20	37 _____	42 _____ 44
_____ 59	64 _____	80 _____ 82
_____ 73	89 _____	98 _____ 100

Ring the greater number.

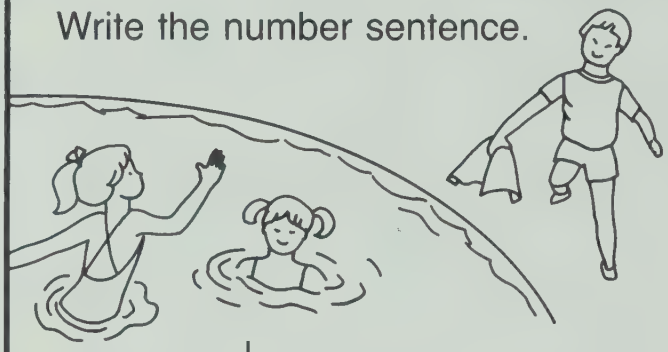
28 40	11 7	63 36

Use a √ to show the number that is less.

0 4	25 52	82 91

Color the second blue. Color the seventh red.

Write the number sentence.



_____ + _____ = _____

_____ − _____ = _____

Complete.

Buy 10 's.

Eat 2 's.

How many 's are left?

_____

_____ 's

Bake 3 's.

Bake 2 more 's.

How many 's are there in all?

_____

_____ 's

See 4 's.

How many eyes have they?

_____

_____ eyes

Pat has 7 's.

Bob has 4 's.

How many more 's has Pat?

_____

_____ 's

Draw a picture. Complete the number sentence.

$3 + 4 = \_\_\_\_$

$8 - 2 = \_\_\_\_$

Complete.

$2 + 2 = \_\_\_$
$3 + 5 = \_\_\_$
$4 + 2 = \_\_\_$
$5 + 6 = \_\_\_$
$2 + 8 = \_\_\_$
$1 + 6 = \_\_\_$
$5 + 0 = \_\_\_$
$4 + 7 = \_\_\_$
$7 + 2 = \_\_\_$

6	3	
+2	+2	
3	8	
+3	+3	
5	4	
+5	+3	
7¢	9¢	
+5¢	+3¢	
¢	¢	

$6 - 5 = \_\_\_$
$8 - 3 = \_\_\_$
$4 - 1 = \_\_\_$
$9 - 5 = \_\_\_$
$7 - 6 = \_\_\_$
$4 - 4 = \_\_\_$
$11 - 3 = \_\_\_$
$10 - 6 = \_\_\_$
$12 - 9 = \_\_\_$

6	5	
−6	−3	
8	7	
−4	−2	
10	11	
−3	−9	
12	12	
−4	−6	

$1 + 1 + 3 = \_\_\_$
$2 + 3 + 1 = \_\_\_$
$4 + 5 + 1 = \_\_\_$
$3 + 3 + 4 = \_\_\_$

2	3
3	2
+2	+3

Match.

2 + 4	6	6 + 3
2 + 6	7	4 + 2
3 + 6	8	6 + 2
	9	

Print + or −.

$7 \bigcirc 3 = 10$
$10 \bigcirc 3 = 7$
$5 \bigcirc 2 = 7$
$7 \bigcirc 2 = 5$
$3 \bigcirc 3 = 6$
$6 \bigcirc 3 = 3$
$9 \bigcirc 6 = 3$
$3 \bigcirc 6 = 9$

Complete.

1	0	8	2	7	5	11	10	2
+8	+3	−6	+4	−4	−5	−8	−6	+9

9	4	6	9	3	6	7	12	3
−2	+5	−1	−6	+6	+4	+3	−6	+8

1 ten 4 ones = _____

3 tens 9 ones = _____

5 tens 0 ones = _____

8 tens 1 one = _____

28 = ____ tens ____ ones

43 = ____ tens ____ ones

60 = ____ tens ____ ones

95 = ____ tens ____ ones

How much?

____¢

____¢

____¢

____¢

____¢

____¢

Mark the coins.

Ring and color one half.

Ring and color one fourth.

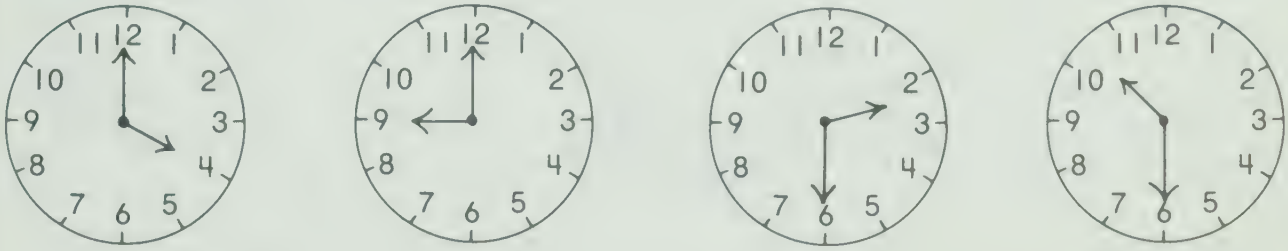
Share. How many does each get?

_____ _____

Complete.

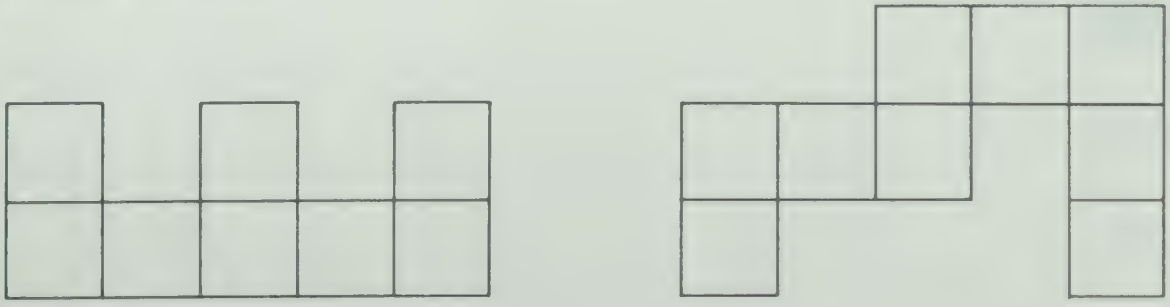
4 is half of ____

What time is it?



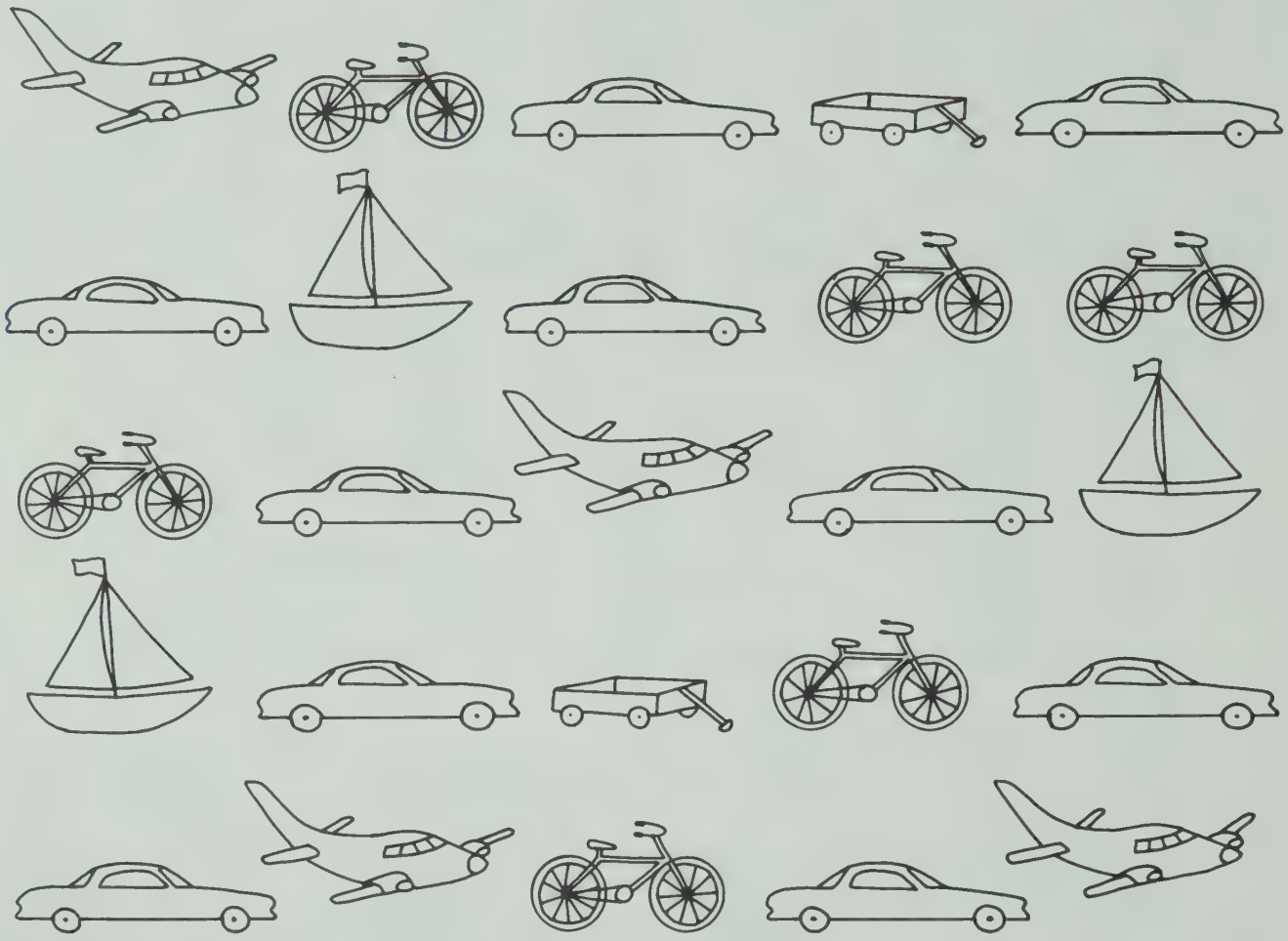
_____ _____ _____ _____

How many squares?

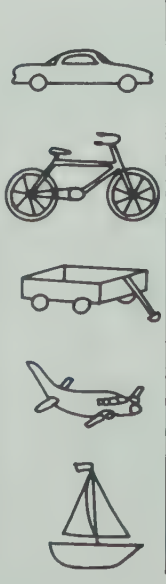


____ ____

Color.



How many?

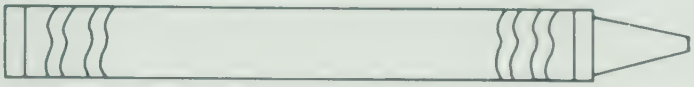


Measure. Use a .

_____ clips

_____ clips

Estimate first. Then measure to check.



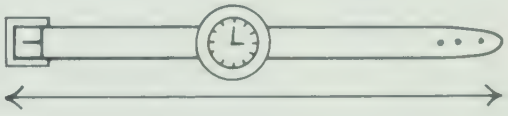
Estimate	_____ clips
Check	_____ clips

Ring.

longer than

a metre stick

shorter than



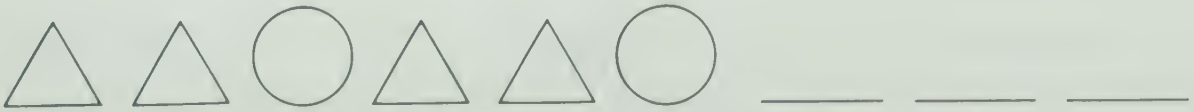
longer than

a metre stick

shorter than

Complete. Color.

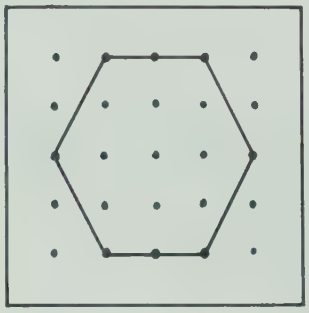
_____ _____ _____ _____



_____ _____ _____

_____ _____ _____ _____

How many?



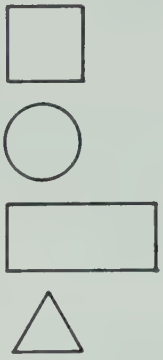
____ sides

____ corners

____ pegs inside

____ pegs outside

Match.



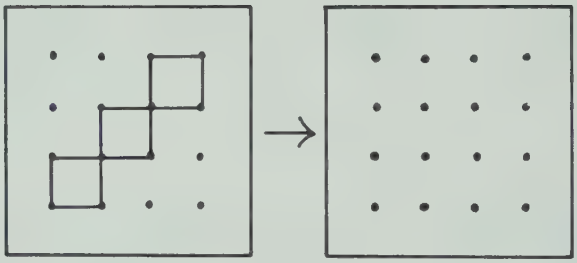
circle

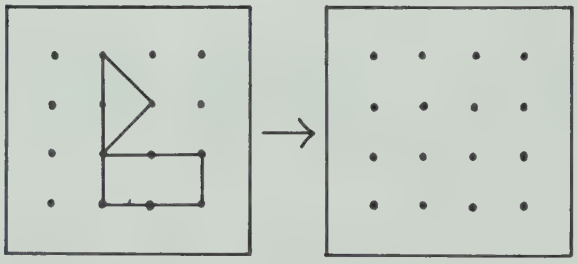
rectangle

triangle

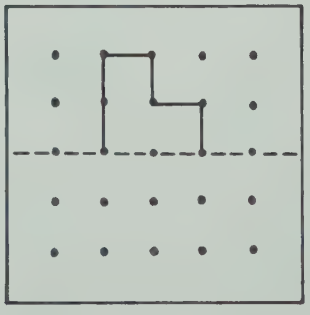
square

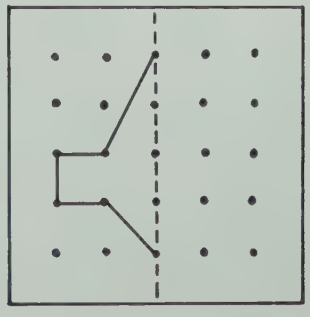
Copy.

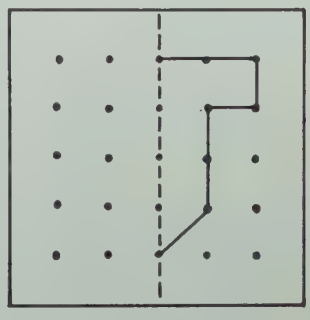




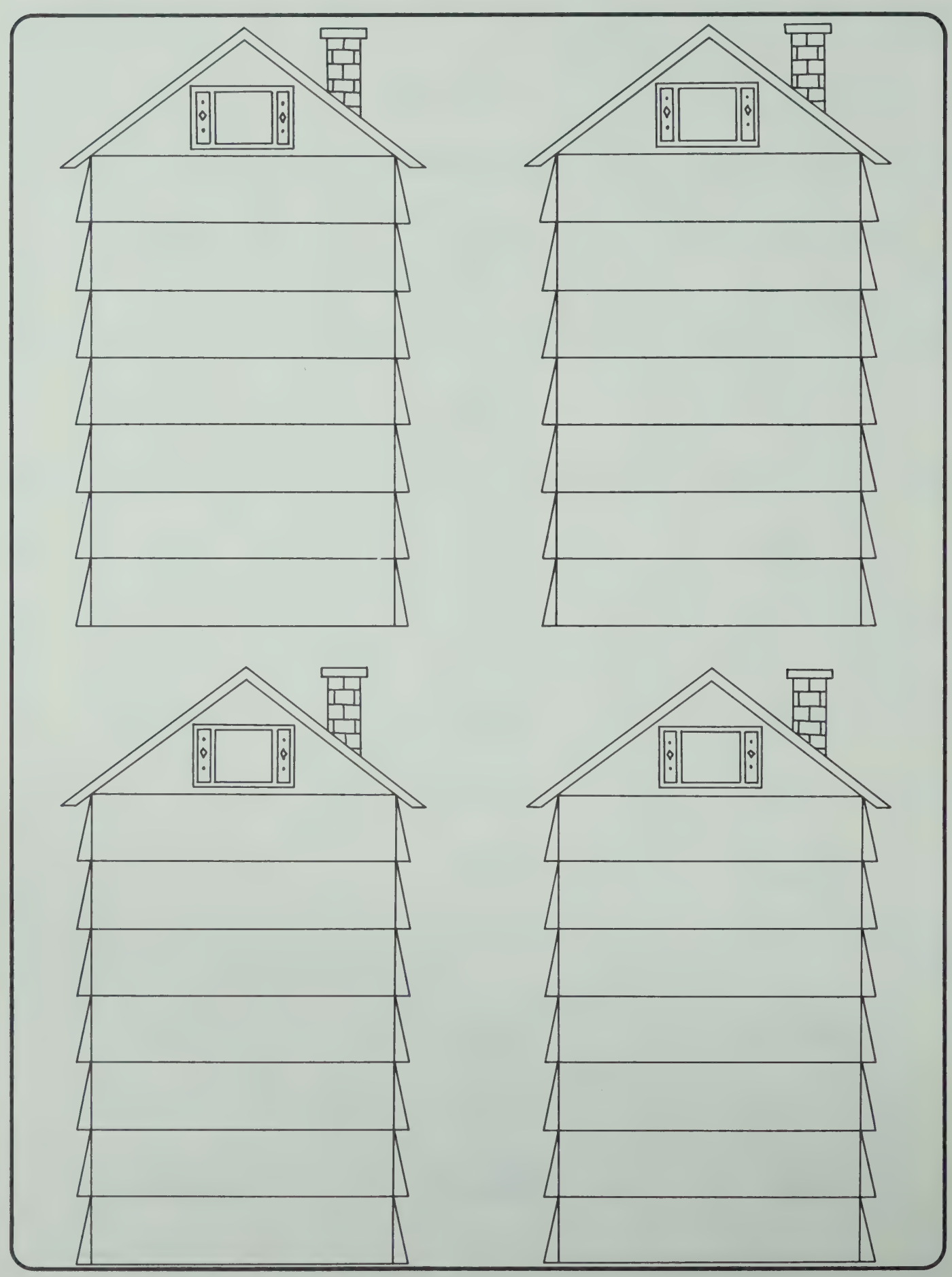
Draw the other half of each shape.

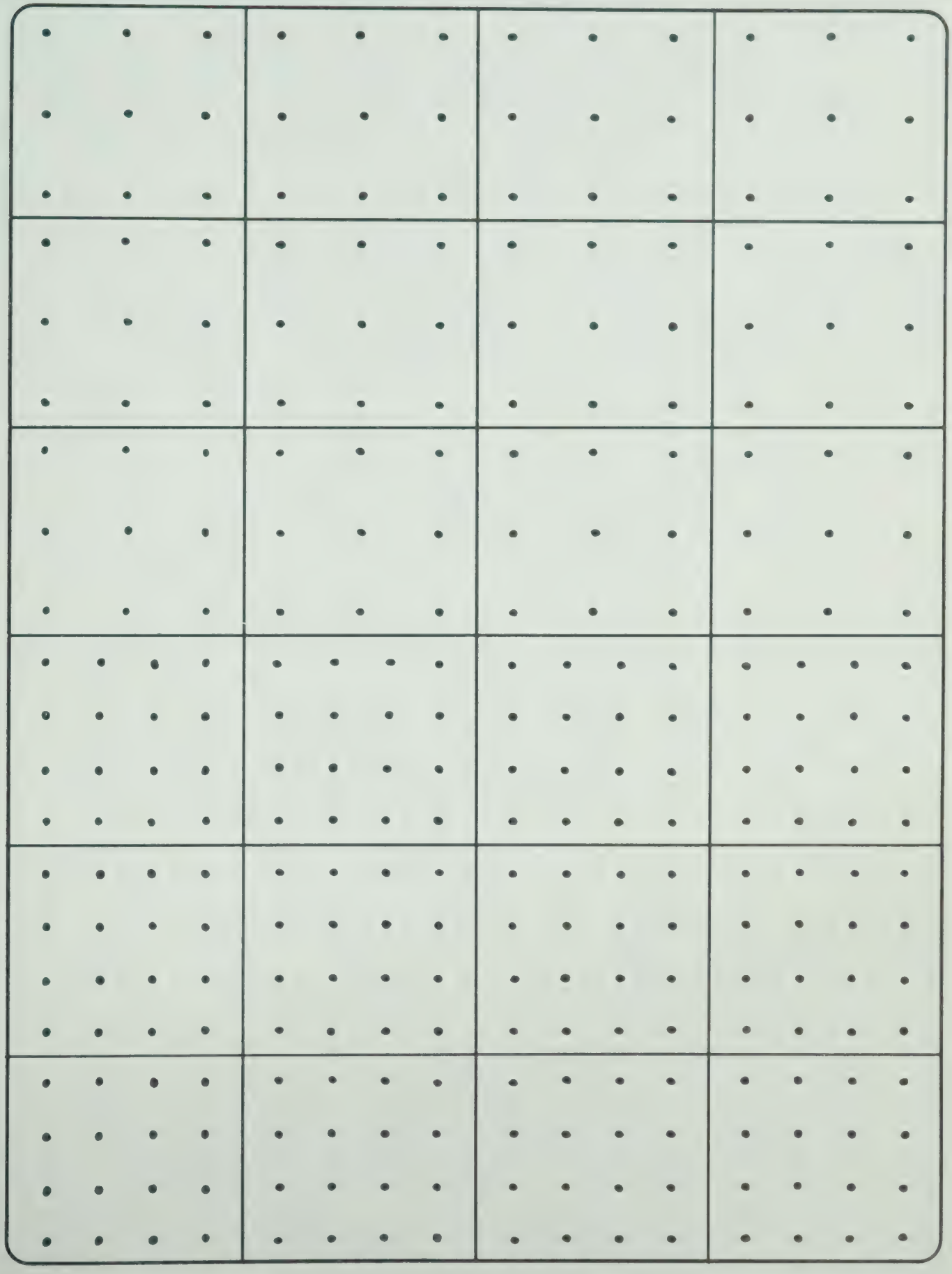




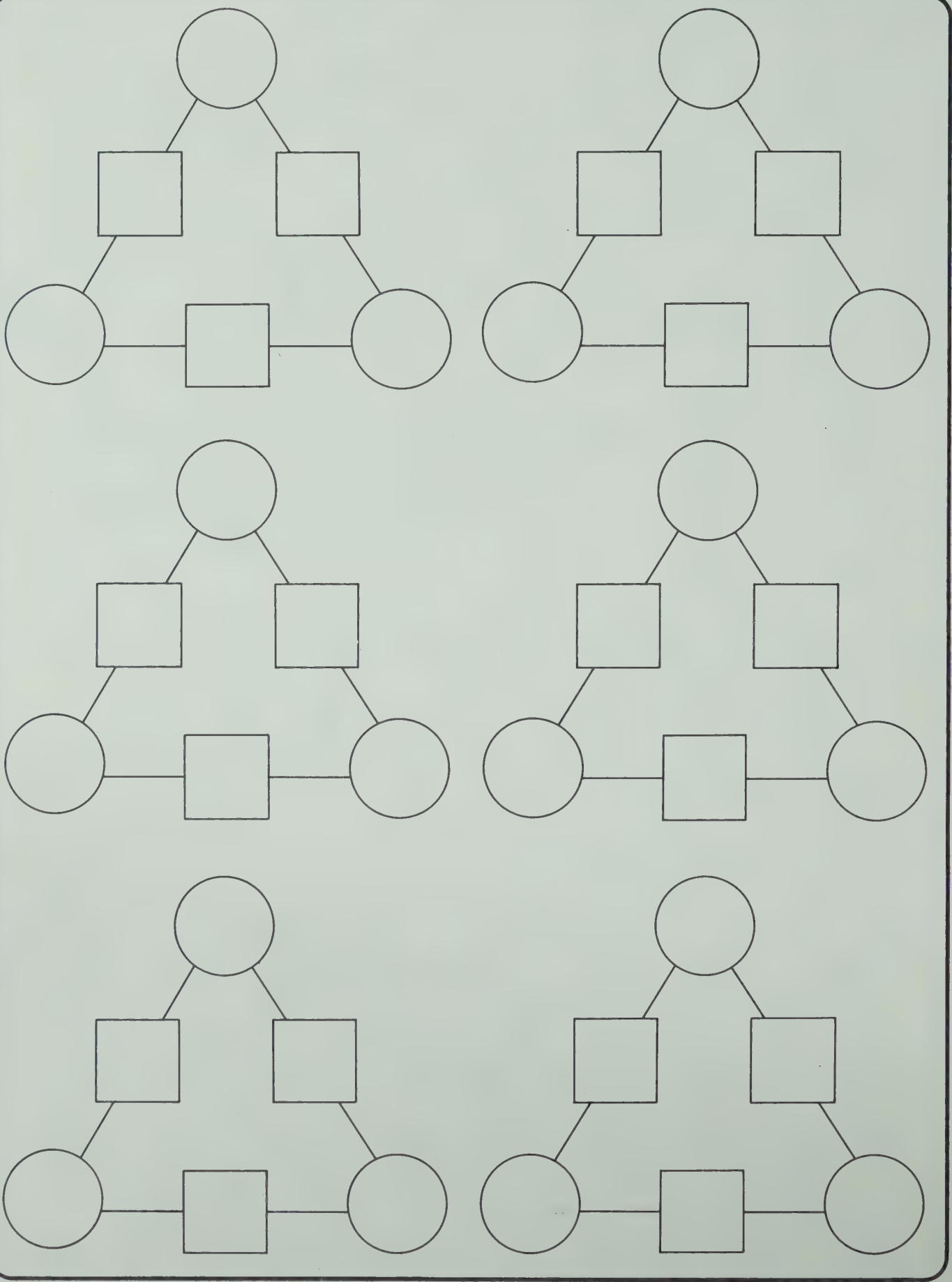


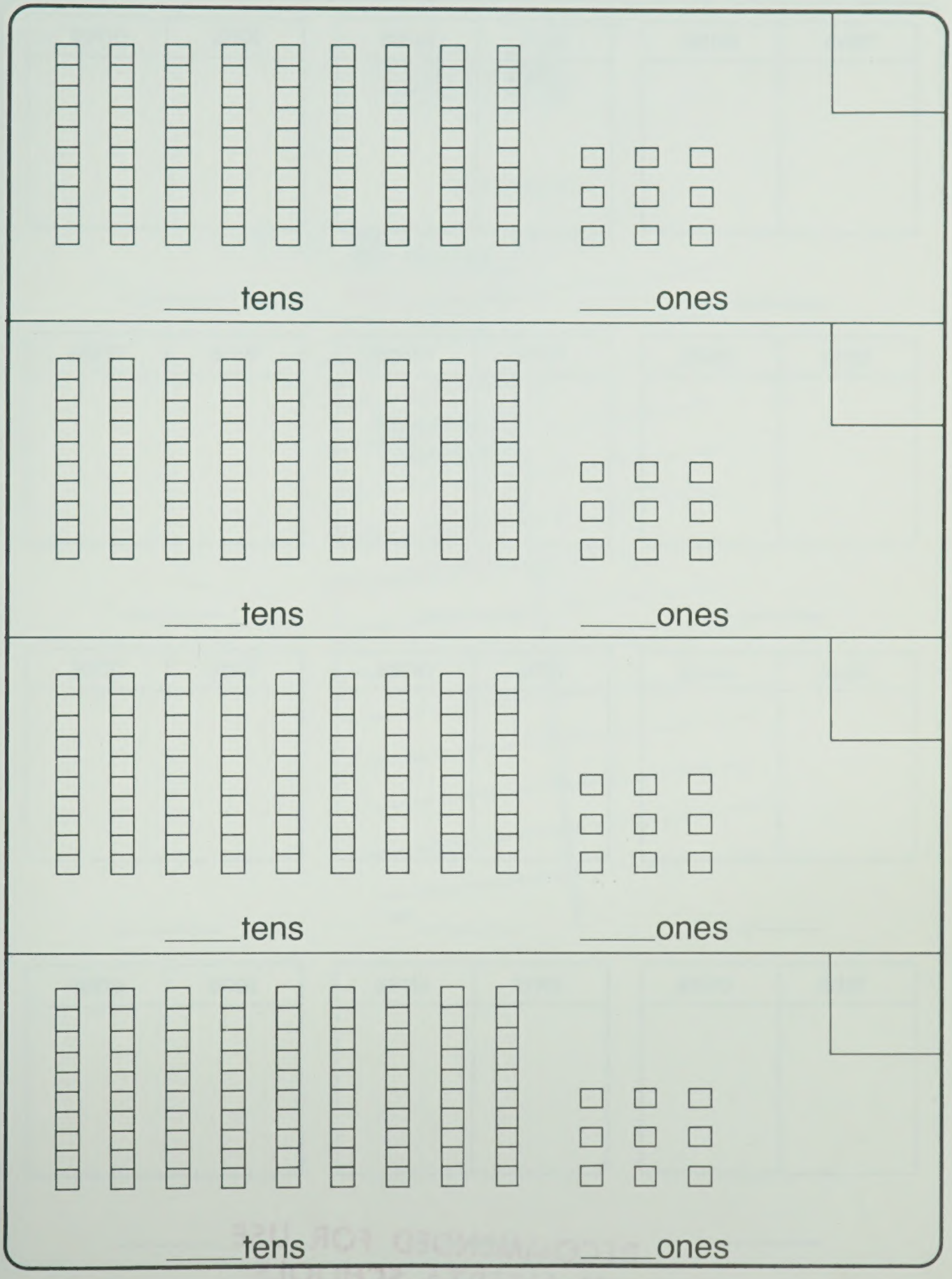
1	2	3
4	5	6
7	8	9
10	11	12
one	two	three
four	five	six
seven	eight	nine
ten	eleven	twelve





START
START





_____tens _____ones

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